

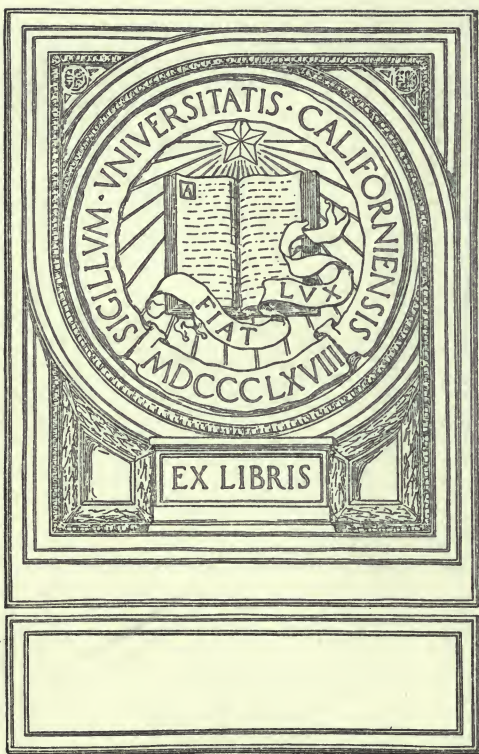
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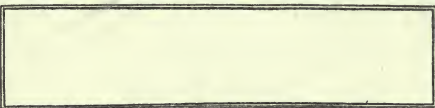
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BULLETIN OF THE UNIVERSITY OF WISCONSIN  
Serial No. 1505, High-School Series 24

# The High-School Course in German

by the late  
JOSEPH DWIGHT DEIHL

Edited and Revised by  
BAYARD QUINCY MORGAN  
Professor of German

Issued by the Committee on High-School Relations

MADISON  
Published by the University  
March 1928

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## PREFACE

In re-issuing our bulletin on "The High-School Course in German," which has long been out of print, we are also, in a sense, perpetuating the name and memory of that colleague whom the title-page names as the author, and whose loss to our profession we have not ceased to mourn.

The late J. D. Deihl was one of those inspired and inspiring teachers for whom their profession is not so much a means to a livelihood as a sacred calling. He devoted himself to it with a fervor which made his teaching proportionately blest in its results. As teacher of German at the Wisconsin High School he put into successful practice a variety of experiments, some of whose results are described in articles listed in the bibliography given by Handschin. (See Appendix A, p. 58.) Being at the same time charged with the conduct of the course in the Teaching of German at the University of Wisconsin, he read widely in the literature of the subject, and had very nearly completed the MS for this re-issue, when the upheaval in German instruction following the war uprooted him and many others. He was teaching in the Boys' Technical High School in Milwaukee when an unsuccessful operation in 1924 put a sudden and tragic end to his career.

The steady increase in German enrollments in our Wisconsin high schools since 1919, coupled with a growing demand for a publication like ours, seems to justify us in a re-issue, while at the same time the breadth and sanity of Deihl's views makes his treatment of the details of classroom instruction as valid and useful today as it was when he wrote it, some ten years ago. The bibliography and the reading lists have been brought up to date; a syllabus for the four-year high-school course prepared by a committee of our Association of Modern Language Teachers has been added. But the pamphlet—which is of course based in part on the earlier bulletin prepared by M. B. Evans and revised by C. M. Purin—is still largely Deihl's work, subject only to such revision, as we feel convinced he would have done himself, or would have approved.

B. Q. M.



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# THE HIGH-SCHOOL COURSE IN GERMAN

## CHAPTER 1.

### AIM AND VALUE

Education has a vocational aspect and a cultural aspect: it helps to prepare young people to make a better living, but it should also help to give them a better life outside of their gainful occupations. Foreign language study plays an important part in both these phases of secondary school instruction.

On the vocational or utilitarian side, we may mention the actual professional needs of the pupil who expects to enter upon courses of higher study for which foreign language training is prerequisite. We must also consider the steadily growing number of our citizens for whom some knowledge of foreign languages is socially and personally desirable. But language study is also capable of making specific and in part unique contributions to the education of pupils who will have no professional use for their foreign language knowledge. Language study affords a mental training which is in some respects unequalled by any other high-school subject, since it demands continuity of effort, intense concentration, accuracy in detail, systematic memorization, and attention to the principles and capacities of human speech.<sup>1</sup>

On the cultural side, we submit that foreign language study has more to offer the post-scholastic life of the pupil than almost any other high-school subject. It enriches in a superlative degree those spiritual sources from which the individual derives mental health and happiness in later life. Striking confirmation of these contentions is afforded by the O'Shea report on the post-scholastic use of modern foreign language, both as to the satisfaction with which graduates look back upon their language work in school (86 per cent feel that that time was well spent) and as to the amount of post graduate foreign language reading done (e. g. nearly half the students of French had read it since graduation).<sup>2</sup>

<sup>1</sup>For further elaboration of these points, see B. Q. Morgan, *The Place of Modern Foreign Language in the American High School*, School and Society, February 18, 1928.

<sup>2</sup>O'Shea, M. V., *The Reading of Modern Foreign Languages*, U. S. Bureau of Education, Bulletin No. 16, 1927.

The cultural possibilities afforded by the knowledge of a foreign language fall under four heads. First, personal contacts with the foreign nation. Second, enrichment derived from a direct insight into the thought and feeling of the foreign people. Third, direct approach to the scientific and cultural achievements of the foreign people. Fourth, open sesame to imaginative literature in the foreign tongue.

Further elaboration of the reasons for studying foreign languages, and a discussion of the benefits to be gained therefrom, will be found in Handschin's *Methods of Teaching Modern Languages*. (World Book Co. 1923.)

It is the purpose of this bulletin to set up certain specific things which teachers of German should aim to accomplish, and to indicate some means which may be used for the attainment of these goals. The accompanying outline attempts to point out roughly the stage of progress which it should be possible to reach at the close of a course in German of any given length. This outline may be regarded as an elaboration of a statement of goal for a two-year course which was worked out by the Executive Committee of the Wisconsin Association of Modern Foreign Language Teachers for the year 1916-1917. This statement of goal is reprinted below. (See also the Syllabus for a four-year course, p. 38.) It is evident that in a two-year course the linguistic drill element will predominate, but not to the exclusion of valuable cultural material, nor the laying of a sound foundation for possible later use of the language. As the course lengthens to three or four years the linguistic drill element, while still strongly stressed, gradually becomes subordinated to the cultural, humanistic element. The five- or six-year course represents an ideal which can only be realized by the development of the Junior High School.

## THE GOAL OF A TWO-YEAR COURSE IN MODERN LANGUAGES FOR AN AMERICAN HIGH SCHOOL<sup>3</sup>

Aside from the general goals or aims usually recognized as essential for all subjects of the high-school curriculum, including improvement of the mother-tongue and the cultivation of good citizenship, the specific goal of a two-year course in a modern language is three-fold:—

1. Power to read for essential content, without any tendency toward sentence translation, and practically without dictionary

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<sup>3</sup>See insert.

Specific aims for any individual course should be illustrated for German. Technical vocabulary of grade of

Ability at end of course to read for details of content (intensively) works of the following grade of difficulty (sight work):

Ability at end of course to read for in the oral best acts of spirit of the the pupil all grammars; of grammars; ability of the

Two-year course.  
(Linguistic drill element predominant.)

Märchen und Erzählungen  
Altes und Neues.  
Glück Auf.

Immensee

Three-year course.  
(Cultural element gains ascendancy.)

Immensee  
Höher als die Kirche  
Germelshausen

Tell.  
Lichtenstein.

Four-year course  
(Cultural element has main emphasis. Simple literary appreciation begins.)

Tell  
Lichtenstein  
Hermann und  
Dorothea

Any ordinary narrative or dramatic literature.

5 or 6-year course.  
(Cultural element practically excludes linguistic drill. More literary appreciation.)

Any ordinary narrative or dramatic literature of non-technical vocabulary.

Anything

## CHAPTER 2.

### GENERAL METHOD

Ever since 1882, when Wilhelm Viëtor launched his now famous polemic, "Der Sprachunterricht muss umkehren," against the formalism then prevailing in the teaching of both ancient and modern languages in Germany, the question of method has received more attention, and has been more constantly involved in controversy, than any other phase of modern language instruction. The widespread reform that followed Viëtor's pamphlet had as its very definite aim the transfer of emphasis away from grammar as an end in itself and the centering of instruction about the actual written and spoken language, with grammar merely as an aid to the process of mastery. Those who assented to Viëtor's principle and endeavored to apply it were said to employ a "direct method," the word "direct" implying the elimination of the vernacular as a medium of instruction. In actual practice, the complete exclusion of the vernacular from the classroom is probably neither practiced nor advisable to any great extent in American schools. But one thing has become perfectly clear: good modern language teaching demands that even in a short course with older pupils a very considerable amount of oral German be used in class, and that teachers should prepare themselves carefully to meet this demand. Apart from this, every teacher must choose and develop his own method with special reference to his own aptitudes, the needs of his class, the length of the course, and the age of the pupils.

In a five- or six-year course English can be practically eliminated in the latter part and used very sparingly from the first day on. There is time enough in such a course, and the pupils, when beginning, are young enough, to justify the use of an almost entirely "direct" method.

In the three- or four-year course, however, one is justified in modifying the method somewhat, using English for grammar explanations and for a fair amount of translation from German, but keeping German as the general language of the classroom both for teacher and pupils. Such a method is now generally called a "reform" method to distinguish it from the "direct" method proposed for the longer course.<sup>4</sup>

<sup>4</sup>Purin, C. M., *The Direct Teaching of Modern Languages in American High Schools*. M. L. J. 1:43-51.

Also: Unwerth, Frida von: *Wie weit soll der Gebrauch der englischen Sprache im neusprachlichen Unterricht zulässig sein?* Monatshefte 17:307:313.



This same "reform" method is entirely feasible also in the two-year course, further modified by the admission of still more English, especially in grammar work and translation. While the teacher can very well use German almost exclusively for conducting the class exercises in drill on grammatical forms and treatment of text read, the pupils may be excused from using it when asking for information or giving explanations. The outline below attempts to state concisely the types of work that the ordinary teacher and class in a two- or three-year course might well try to do in the foreign language. The italics indicate the chief stress. Roughly 75 per cent of the work of the first two years is not too much to attempt in German. After that time the amount of translation can gradually be decreased and the amount of oral work based on the texts read can be increased correspondingly, until 90 per cent or even more of the time is devoted to work in the foreign language. In the following chapter we shall show how individual recitations and a series of recitations can be worked out on this basis. This outline is intended only as a rough guide to the teacher who is uncertain as to how much he should attempt in German; special local conditions may of course shift the stress:

#### WORK IN GERMAN:

(Increasing from 75 to 90 per cent or more as course grows longer.)

1. Oral inductive presentation of new grammar material.
2. Memorizing and drilling of forms.
3. *Pronunciation drill; reading aloud; reciting poems; singing.*
4. (Partly written.) *Question and answer, and reproduction based on text material, realia, pictures, etc.*
5. *Dictation; retranslation of sentences, oral and written.*

#### WORK IN ENGLISH:

(Decreasing from 25 to 10 per cent or less as course grows longer.)

1. Grammatical explanations and rules; parsing and diagramming.
2. Vocabulary drill; explanation of word formation.
3. *Oral translation.* (Conducted mainly by the aural-oral plan, thus being partly work in German.)
4. Written translation.

## CHAPTER 3.

### CLASSROOM PROCEDURE

#### 1. Pronunciation

The best results in teaching pronunciation will be obtained by the combined use of imitation and phonetic helps. It is safe to say that the younger the pupil, the more nearly can pure imitation of the teacher be relied upon. But even with young pupils, and surely much more with older ones, certain sounds will cause difficulty, and exact illustration of the proper position of the vocal organs will be necessary if accuracy is to be attained. Also something may well be said to the class as to the glottal stop or catch and the more energetic use of the lips in German. It will be found very useful, in addition, to have the pupils know such terms as voiced and voiceless, fricatives (spirants) and explosives (stops), narrow and wide (tense and lax) vowels. These things will not require much time if brought in incidentally and will facilitate class explanations when such are necessary.

If the teacher is to serve as a model, and be able also to give needed explanations, a course in practical phonetics becomes a virtual necessity. Such a course will give the teacher a basis for intelligent criticism of his own pronunciation and will afford means for constant improvement if made use of consistently. The use of phonetic explanations is practically the only means, moreover, of curing a pupil of incorrect habits of pronunciation.

Sometimes the use of *Lauttafeln* and other phonetic apparatus is advocated for high-school classes, but in the great majority of cases such things will merely be found a time-wasting element that can better be omitted, as will also the use of a phonetic alphabet and phonetic transcriptions, except to a limited extent, as *ts* for *z* to eliminate the "zoos." The teacher must know how to use these helps, but ought to find some simpler way of giving pupils the necessary assistance.<sup>5</sup>

Following is a brief description of two convenient plans for teaching pronunciation. Plan No. 1 is intended particularly for

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<sup>5</sup>Every modern language teacher should have some convenient handbook of phonetics, such as Rippmann's *Elements of Phonetics* (Dent), and every teacher of German should own Viëtor's *Deutsches Aussprachewörterbuch* (importers).



younger pupils in the upper grades or junior high school, where almost pure imitation can be relied upon. Plan No. 2 is more suitable for older pupils in the two-year course. It goes without saying that these plans are only suggestive, and are capable of any number of combinations, variations, and additions.

Plan No. 1. Begin the work the very first recitation by asking easy questions, first giving the answer yourself, then requiring the class to answer in concert, lastly having individuals answer: e. g. *Was ist das? Das ist ein Buch; das ist ein Bleistift.* Pronounce words very distinctly, each syllable separate from the others. Illustrate each word several times before requesting a class response. Explain only when it is clear that imitation will not get good results. See to it that words are introduced containing all the sounds that are at all likely to cause difficulty. In this way gradually build up a considerable vocabulary made up of names of classroom and other common objects, several adjectives of color, size, and shape, a few prepositions and conjunctions, and the present tense of *sein*, *haben* and perhaps a half-dozen weak verbs. Make a gradual transition from such material to the material of the text to be used. The work done orally one day can be reviewed and copied from the board the next day, thus furnishing material for home assignments from the start, especially if the German script is taught at the beginning, as is quite feasible while this pronunciation drill is occupying the class period.

Plan No. 2. From the text to be used classify all the words in the vocabularies of the first fifteen or sixteen lessons according to their accented vowel sounds. Beginning preferably with *a*, take up the classified lists one at a time, developing the system of vowel sounds. Deal with consonants incidentally, giving special attention to difficulties arising with such letters as *ch*, *g*, *l*, *r*, *z* and the like. If not complete, these lists from the text may be supplemented by adding any suitable words needed for illustrations. As home work, learning the alphabet and practice on the groups of words studied may be assigned, as well as practice on script and copying of print. In both these plans attention may be called, if desired, to the simple rules for long and short vowels.

While it is not possible in this brief treatment to enter into any thorough explanation with reference to any of the peculiarities of German pronunciation, even if it were desirable, nevertheless a few practical hints as to how to overcome difficulties in classroom presentation may not be out of the way. Hence there are added

below some devices that have been found helpful in dealing with especially troublesome sounds.

1. *Ich-sound*. Write on the board the English word *hue*, and pronounce it in a sharp whisper, consciously increasing the rubbing sound that precedes the vowel; then prefix a short *i*, still in a whisper, to this syllable; now drop the final *ue*, and the German *ich*-sound results. Have the class repeat everything you say in concert, and always after you, not with you; after going through this series of operations in a whisper, do it over again aloud. Then have each pupil make the sound in turn, to be sure that he has mastered it.

2. *Ach-sound*. This will offer little difficulty if the *ich*-sound is correctly learned. Instruct the class to keep the mouth wide open at first, so that two fingers on edge may be placed between the teeth. When this position has been secured repeated forcible exhalations will nearly always bring the desired results. In teaching both these *ch*-sounds *insist on a large volume of air*. No amount of instruction as to position will avail anything unless enough air is exhaled to make the proper friction. This is one chief difficulty with these sounds.

3. *r*. It is not wise to attempt anything but the lingual-*r*. There is nothing that will avail here but setting the whole class to learning the "school-girl trill," which, no doubt, many will already be able to make. Insist on exaggeration of the trill at first in all words containing an *r*.

4. *g*. We should teach *g* at the end of a syllable or before voiceless stops and spirants (*tags*, *tragt*) as the voiceless stop (*k*), except in the final *-ig* (*1ç*). It is especially important in dealing with this, as with certain other sounds, to adopt a consistent procedure which the class and teacher both are agreed upon. It is often fatal to say: "Some Germans do it this way, some that. Take your choice." While recognizing *both* possibilities, settle down to *teach one* thoroughly. Pupils ought not to be allowed liberty of choice in such matters.

5. *l*. For this sound insist that the pupils feel the upper teeth touching the sides and tip of the tongue all the way around. Unfortunately it doesn't do much good to tell pupils to keep the back of the tongue down. They haven't sufficient control to do it consciously. After getting the position indicated, work by imitation.

6. *z*. Usually the only difficulty here is that of remembering to pronounce the sound correctly ~~when~~ it occurs in a word. It is suggested that pupils having difficulty be required to copy several pages of German, substituting *ts* for every *z* and saying the word aloud as they write it.

7. *s, sp, st*. Initial *s* before a vowel is always voiced; insist that *so, sic* be pronounced like English *so, see*. Early insistence on the pronunciation *shp* and *sht* for initial *sp* and *st* will save time in the long run.

8. Final *e*. Pupils who come from German-American families often have to be broken of the habit of pronouncing final *e* as a long or tense vowel. The English name *Anna* gives nearly the correct sound of the German final *e*.

9. Rounded vowels. The most satisfactory procedure is to start with the pure front vowels, then round the lips to secure the umlaut-vowels. Thus, pronounce the words in column (a); then round the lips and pronounce the same words *keeping the lips rounded*, and you will have column (b). Do all this first orally, having the class repeat each word in concert; then follow up with individual pupils.

(a)	(b)	(a)	(b)
Biene	Bühne	Beete	böte
Kien	kühn	sehnen	Söhnen
dienen	Dünen	heben	höben
vier	für	mehre	Möhre
Binde	Bünde	Becken	Böcken
missen	müssen	kennen	können
ticken	Tücken	werter	Wörter
Miller	Müller	Recke	Röcke

But even when all these difficulties are happily adjusted, the task of the teacher is just beginning. The pupil who *can* pronounce these individual sounds perfectly very frequently fails to give even a good approximation when reading or reciting. His attention may be centered on something else or he may be naturally careless. If the members of the class are taught to be constantly on the lookout for errors and are encouraged to correct them, a high standard may be maintained without constant nagging on the part of the teacher. Especially in the beginning must great

care be exercised lest disagreeable and slovenly habits of speech become fixed, and thus a ~~harmful~~, instead of a helpful reaction upon the pupil's mother tongue be the result.

## 2. Grammar

It has already been stated that the whole crux of the reform movement is to be found in the transfer of emphasis from the *grammar as an end in itself* to the *living form* of the language, either written or spoken, with only enough grammar to make the study effective. This does not mean at all that the study of grammar is to be omitted, nor that what is done is not to be done thoroughly. A certain amount of accurate grammatical knowledge is very essential in studying such a highly inflected language as German, but the necessary quantity is really very much less than has generally been attempted. It is not always feasible to teach much less than is offered in the grammar text used, and for that reason a text with an abundance of exercises and a minimum number of formal rules is preferable. In a later chapter a syllabus will be presented outlining the points of grammar that seem to deserve special emphasis.

If the grammar is to be the "handmaid of the text," it goes without saying that the most sensible way of studying grammar is by using a series of graduated texts, in which the essentials of grammar are introduced and amply illustrated, so that the pupil may at once see the use of his grammar and be encouraged to learn it as a real means of approach to something more interesting, to which he is looking forward. In actual practice, however, there is a real danger for the average teacher in such a plan of teaching. He is likely to forget that unclassified knowledge is very easily lost. Unless the grammar learned directly from the reading text is grouped under appropriate headings as soon as the quantity becomes large enough, much of it will be lost, and it will also be difficult to refer to it readily, even if it is retained. There must be learned at the time of this grouping or "topical review" at least the essentials of grammatical nomenclature, but the teacher must be on his guard against the allurements of long explanations that go far beyond what has been studied inductively in the first place. Many elementary classes are stranded on the rocks of passive listening and loss of initiative and interest because of the teacher's per-



haps unconscious display of his grammatical learning and comparative philological lore. Let the grouping follow naturally the illustrative exercises, as far as the *class* is concerned. It is scarcely necessary to say that the *teacher*, in presenting this illustrative material, must follow a well-made outline. Usually the text does this for him.<sup>6</sup>

In the matter of grammatical terminology it is usually almost impossible, from a practical standpoint, to do anything but follow that given in the text. Only an expert teacher should try to do otherwise. Pupils will surely *see* the terminology of the text, and the principle of teaching one name only for each part of speech or form is a thoroughly sound one. Slight inconvenience for the teacher may result, especially if two different books with different terminology are in use, but this is relatively unimportant.

A desirable order of procedure in teaching new grammar points may, then, be outlined as follows:

1. Oral introduction by the teacher of an abundance of illustrative material, choosing always known vocabulary as far as possible and practicable. Repetition and variation by the class, following the teacher's lead. Emphasis upon those parts of the material that illustrate the point in question, by voice when speaking, by underlining when writing on the board. A well-trained class will be alive to the fact that a new principle is being taught and will be looking hard to discover it.

2. The performance of a considerable number of drill exercises by the class, involving the point just taught, but relying wholly on imitation of the illustrative material and avoiding explanations at this stage.

3. The statement of the principles thus developed. The time for this must be judged from the readiness of the class in doing the exercises. It is a good plan to have the whole class write the statement and hand it in, rather than to allow one or two bright pupils to make the statement for their slower classmates.

4. The application of the principle stated to more difficult exercises.

If the text follows or adapts itself readily to the plan, an able class of older pupils, for instance high-school juniors, may very

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<sup>6</sup>Read in connection with this Krause, Carl A., *The Teaching of Grammar by the Direct Method*. *Monatshefte* 13:178-185. Reprinted in the same author's *The Direct Method in Modern Languages*, Scribners 1916. pp. 53-61.

well, after eight or ten lessons or chapters have been treated in class as indicated, be assigned a new lesson and allowed to work it out for themselves. But if this is done, insistence must be put upon the above-described order of procedure, and the results must be tested before bad habits are fixed. If the class is weak, such a practice is scarcely to be attempted, but where the class has the proper initiative it is desirable for many reasons, and then we may limit, e. g., grammar work in class to points (3) and (4) (partly written) mentioned above, thus saving much class time for other oral work, such as the beginning of a reading text; this also allows individuals to progress more rapidly if they wish and are able,<sup>7</sup> and teaches pupils to rely upon their texts and learn how to use them effectively. This, as well as much that has been said before, emphasizes the importance of having a text adapted to the plan the teacher desires to follow. If it is not possible to have such a text, on account of some local condition, then the teacher must shoulder the extra burden of supplementing the text to the best of his ability. As we shall see later, we are fortunate in possessing a number of excellent texts built along the lines of the above plan.

For certain difficult topics some grammar other than the one the class is using may afford better illustrative material or a better approach, in which case the teacher can make use of it for the oral presentation. In any case only a strictly inductive treatment, a progression from numerous illustrations to the principle involved, is to be accepted as a justifiable procedure with high-school classes. Even in the five- or six-year course the only variation would be a greater abundance of illustrations and a slower approach to the formal statement, depending always on the stage of intellectual development in the class.

### 3. Reading

With the discussion of methods of teaching reading we arrive at the center of our whole problem. Whatever we may wish to do in the way of laying a foundation for a later speaking knowledge, whatever general grammar instinct we may wish to develop, whatever habits we may wish to instil: it is with the development of at least a moderate ability to read the language that the vast

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<sup>7</sup>In connection with this read Deihl, J. D., *Individual Differences and Notebook Work in Modern Foreign Languages*. M. L. J. 1:52-58.



majority of teachers of German have chiefly to do. For this reason no scattering of effort that will detract from success in teaching reading ability must be permitted.

"Real reading" means, of course, comprehending the sense of a text without the mediation of translation, dictionary work, analysis, or parsing. This is our aim. In whatever work we do, let us keep this ideal clearly before us. To arrive at this goal, however, in the brief time usually at our disposal, we must make the most skilful use of all the above-mentioned tools. The first work with reading texts is usually in the nature of practice in the use of these tools, and this is justifiable. But the sin of most of our teaching has been that, in a two-year course especially, no effort has been made to get beyond the mere practice phase, and to really *read* something with only the thought of content in mind. It is so hard for us to let go of the idea of *absolute thoroughness* and not to catch our breath hard at the thought of passing a word, much less a whole sentence, without knowing its innermost shades of meaning! But do we do this in reading English? How many of us enjoy reading Dickens, for instance, or Scott, or Shakespeare, Bret Harte, Mark Twain, Poe, or Longfellow, without in the least being able to define every word and diagram every sentence. To use another illustration, if our vehicle moves so slowly as to sound every depression in the road, the pleasure of the ride is spoiled. "Hitting the high places" is a piece of homely slang that every language teacher needs to keep in mind. Along with the thorough, slow, painstaking work that must be kept up regularly, to be sure, every language class has a right to demand that in some of its reading it be allowed to "hit the high places," to read the story "by the murders and marriages," with only the aim of enjoyment before it.

With this principle taken for granted, we are ready to consider how each type of reading may be conducted successfully, and where the division is to be made.

*Reading for Practice.* Whatever reading material is contained in the grammar text is put there for grammar drill purposes, and is to be so used. If we take up a reading text in addition to the grammar, as is usually done, it seems only sensible to choose one that can be used as a variant to the grammar work; one to which the principles learned in grammar study can be directly applied; one which does not make too serious an increase

in the vocabulary required of the class. Assuming that such a text has been chosen, it must be treated differently from the grammar. There is no object in having *two* books at the same time for drill in supplying lacking endings, changing singular to plurals, presents to preterites, etc. The reading book must have some intrinsic worth, must contain something the pupil wants to find out, and must be used so that he will both find it out and gain practice that will enable him to find out more with less effort. What are some of the practical devices for accomplishing these ends? The suggestions made here will, it is hoped, be but a spur to each individual teacher, not things to be adopted blindly and followed slavishly.<sup>8</sup>

Upon first taking up a new reading lesson in the elementary stages of the study, say early in the second half-year, it is of importance that the first impression be a correct one. Ordinarily it is a good plan for the teacher to read aloud to the class the lesson to be assigned, or to entrust this to some especially able pupil. (This does not mean that an occasional test in reading new material shall not be given the class. Such a procedure is to be encouraged as leading up to ultimate self-dependence.) It must be borne in mind that the teacher is usually the only correct model the pupil has to follow, and in phrasing, sentence accent, intonation, and the like, imitation is of as great importance as in mere pronunciation drill. Let the teacher read to the class frequently, and let the teacher *prepare carefully* for such reading! It must be well done.

The lesson has been read and the assignment is to be made. Not, "Take this page for tomorrow," but rather, "Read this aloud several times, then go through it carefully, writing in a neat column the phrases and expressions not understood. Not only single words, but whole phrases that cause difficulty are to be written down. Then, and not until then, turn to vocabulary and notes for a thorough study of the 'unknowns,' writing down the meanings opposite the German originals." That is enough for one assignment, and it is not difficult to divide the material into such sections that this much work on each section will occupy the available preparation time for one recitation.

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<sup>8</sup>In connection read A. Méras, *Possibilities in a Reading Lesson*. M. L. J. 1:10-17, and Marian Whitney, *The Place of Reading in the Modern Language Course*. *Educational Review* 51:189ff.

The next day the pupils come with the assignment done. The lesson is again read in German,<sup>9</sup> preferably a sentence by each pupil. The teacher has, of course, prepared a list of words, phrases, and sentences that he thinks the class will not know, and when one of these is reached he asks, *Was bedeutet—auf Englisch?* or, if the class ought to know a German synonym, *Geben Sie ein anderes deutsches Wort für —*. For this work the word-lists are not consulted.

At the conclusion of the reading of five or ten lines, or any convenient short division of the text, a halt is made and the pupils, with books open, answer short easy questions put by the teacher on the basis of the text. These, too, the teacher has of course prepared beforehand, the inexperienced teacher in writing. Such work should go fast; if it does not, the material is probably too difficult for the class at that stage, or the questions are too involved. When the whole lesson has been handled in this way, there is still time for considerable other work, in the grammar for instance, in addition to the time necessary for making the next day's assignment.

This latter consists of a re-assignment of the same section, this time with instructions to translate it into English and also to practice re-narrating it from beginning to end in German. This ought not to require all the preparation time. An additional grammar assignment may be made, or a new section of the reading text be given its initial treatment. Teachers in schools using a long period with supervised study will welcome the opportunity for doing such preparation work as this with the class.

The third day the pupils close their books, the teacher puts German questions to draw out the main content of the section, one or two pupils re-narrate the section in German, and the whole class is given ten minutes to write the re-narration or as much of it as they can. Then *part* of the lesson is translated into English "by ear," i.e., the teacher or a pupil reading "sense groups" if the whole sentences are too long, the class translating with closed books. This is not to be protracted, especially if it is not readily done, but usually the class can do this translation with facility after such thorough preparation. In place of such

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<sup>9</sup>Although the illustrations used in this discussion are taken from German, the writer has successfully used the methods suggested here for French also.

aural-oral work, or in addition to it, difficulties in the text can be cleared up or a short written translation test on some passage that the teacher is doubtful about can be given. This completes the work on this section, except the final reading for expression, which can be used as a review. Word-lists, German re-narration, and the translation into English are collected, the first and last for cursory examination in most cases, to see what pupils are slighting the work, the second for careful correction and future revision by the pupil. The use of a system of note-books is to be recommended.

At first progress will be very slow, but the work will be very thorough and will satisfy the demands of the aim we have set. As the class grows used to this type of work, a process of alternation, not of complete omission of any one element, will make for speed. For instance, every element except the question-and-answer and the re-narration may occasionally be omitted, care being taken to retain most often those types of exercise most needed by the pupils.

At this point, a word about the place and use of translation into English seems necessary. Much of the opposition to translation into English would never have arisen if translation had not been so shamefully abused. Because it required less thought on the teacher's part than any other exercise, and because most human beings are inclined to take the path of least resistance; and furthermore, because secondary school teachers are often expected to carry an impossible burden of duties, translation came quite generally to usurp the major portion of the time in the class period. This tendency was further strengthened by the influence of the prevailing method of dealing with the reading work in ancient languages.

If some plan such as the one outlined above is followed in dealing with our reading material, translation may very well be used as one of the alternative devices, but it must be kept on the same plane as the others, and the teacher must not resort to it with a feeling of relief that *at last* the disagreeable duty of trying those new-fangled devices is performed, now for a good, restful period of passivity! This is the danger for many teachers. If it be further remembered, first, that written translation forms a better exercise for improving the pupil's English than oral translation; second, that oral translation is most effective when com-



bined with ear-training; third, that either oral or written translation naturally form one of the last, not the first exercises on a given passage (except for purposes of sight-reading), the objections to the use of it will melt away. To be sure, we are teaching German, not English, but just as certain it is that every subject in the curriculum owes a service to the mother-tongue, and moderate use of translation is one of our best means of rendering such service, while we, at the same time, give the final test to our pupils' understanding of the passage. The teaching of *how* to translate naturally falls into the second year, from that point gradually decreasing almost to the vanishing point during the third and fourth years.<sup>10</sup>

In the second year, after the completion of the grammar text, there may be alternated with the above types of work grammar drill and some re-translation into German, thus basing all the work directly on the reading. The grammar drill is perhaps best accomplished by a thorough parsing and analyzing of a short assigned passage.

With a class just beginning the study of *Immensee*, a week's assignments worked out on this plan would be as follows:

*First Day.* Pupils bring books to class for first time. Teacher reads first section, *Der Alte*. Class is set at work preparing the word-list of unknowns under the guidance of the teacher. The conclusion of this list and the looking up of the definitions is given as the assignment, each pupil to get as much as he can (indeterminate assignment).

*Second Day.* Continue work in class on word-list. For those who have finished, provide suitable easy reading texts. Assign translation with assistance of word-list.

*Third Day.* Take up the drill exercises in the book if a direct method edition, such as Scribners', is used, or other forms of drill, as suggested above, if the book offers no help. Assign further

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<sup>10</sup>It might be well here to remind teachers of three or four fundamentals in teaching a class how to translate: 1. Locate all the verb, not neglecting to look for part of it at the end of the clause; 2. By means of case endings locate the subject and objects; 3. Determine the meaning of modifiers and attach them; 4. Follow a literal interpretation with an idiomatic translation. Some of these points have been elaborated most helpfully by B. Q. Morgan in his edition of Leskien's *Schuld* (Oxford). See also Wisconsin *Bulletin* for March, 1829.

drill exercises. Give the next section, *Die Kinder*, its preliminary reading.

*Fourth Day.* Rapid drill exercises. Translation into English if desired. Begin word-list No. II in class. Collect list No. I. Assign reading of section I for expression and the continuation of word-list II.

*Fifth Day.* Final reading of section I. Continue word-list of section II in class and proceed as on second day.

*Note.* If desired, sectional units may be lengthened as work progresses. Standing (project) assignment of home or outside reading provides for those who have finished preparation before the average. Individual check kept on amount read and thoroughness of reading, as indicated later on.<sup>11</sup>

Some of this reading for practice is needed by every high-school class as it studies a modern language. But as ability increases this can be more and more merged into a different, freer, more rapid type of work, which is outlined in the general discussion at the beginning of this chapter.

*Reading for Enjoyment of Content.* This type of work ought to be started soon after the introduction of the class to reading. After the completion of an assignment as developed above, the teacher reads a page, possibly two pages, slowly and distinctly, the class following with books open. Promptly at the conclusion of the reading, books are closed and in ten minutes a summary in English of what has just been read is called for. The class is urged to avoid becoming entangled in details and to move quickly in thought from parts not fully understood to the easier portions, exerting all energies to understand the principal developments of the section read. At the following recitation the teacher may very well translate rapidly for the class the passage thus read, so that there may be no break in continuity of understanding. In translation, as in reading, the teacher ought occasionally to treat the class to a sample of well-prepared and fluent work.

A passage treated in this fashion had best be regarded as permanently finished, if the pupils are to be encouraged to look forward

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<sup>11</sup>In connection read J. D. Deihl, *A Plan for Handling Advanced Reading-Texts in Modern Foreign Languages*. *School Rev.* 24:359-364.



to such reading as a goal. At first an occasional exercise, say once every two or three weeks, this device would naturally become more and more frequent, until in the third and fourth year it becomes the usual manner of treating a reading lesson, the summarizing being gradually transferred from English to German and the translation omitted.

In addition to this form of class-work, and indeed as a development and extension of it, we have outside or home reading.

There is no reason why this should not be begun early in the second year, as soon as pupils, by the method described at the beginning of this section, have learned to grasp and summarize essentials in new work as a class exercise. One successful way of starting such extra reading is as follows. It permits of numerous variations, of course.

Have the school purchase a set of supplementary texts of very easy grade, such as Stoltze, *Bunte Geschichten*, Stoltze, *Lose Blätter*, Guerber, *Märchen und Erzählungen*, Kern, *German Stories Retold*, Foster, *Geschichten und Märchen*, sufficient in number to supply the whole class. If the school will not do so, the class must buy the texts. Assign a certain number of pages or stories (three or four at the start) to be read during a week's time and reported on at some set date, preferably a Monday. If desired as an encouragement, no assignment of other work need be made for this day, but this ought not to be absolutely necessary. If proper preparation has been made earlier in the course, the class will know how to proceed with such reading without translating. The report can be a written exercise of ten or fifteen minutes in class, with the option of writing in English at first. This work must not be made so difficult that the joy of reading will be lost because of the fear of the report. The teacher must judge carefully the right moment to *require* the report in German.

After completing one text in this manner, if the class has learned the method well enough, the plan of individual assignments may be begun. This may not be possible before the opening of the third year, but in many cases can be done in the closing weeks of the second year. The teacher, either from the school library, or from his own private collection, brings a number of books into class. He gives up one hour or part of it to a brief discussion of these texts, just pointed enough to arouse interest. It is preferable here to have four or five copies each of several

texts. The grade of difficulty should be about that of the reading done in class the preceding semester.

As the pupils express desires, the books are handed them. A purely numerical report is taken each week at a regular time on the number of pages covered, and a card catalogue record is kept for each pupil, showing the books read and the rate of progress by weeks. Thus a pupil falling behind can easily be detected and urged to do his best. The daily assignments of class work are limited as the outside reading increases. On the completion of a book the pupil makes an appointment with the teacher for a report, which may be either oral or written, and in the earlier stages at least may well be in English.

The number of pages to be covered in a term or semester is, of course, to be left indeterminate, and the rate of progress determined by the weekly class average. This class average, i. e., the average number of pages per pupil shown in the weekly report, is usually sufficient spur to help on the laggards. Some ambitious pupils will read much beyond the average. Some may even get so far ahead that it will pay to advise them to make up a year's credit by doing slightly more reading. The reading will prove much more interesting if pupils are encouraged to do it at times when they can read two or three hours at a stretch. It should be on about the plane of their extensive reading in English.<sup>12</sup>

It goes almost without saying that the teacher must be thoroughly familiar with the texts assigned or must read them with the pupils. No special list of texts for outside reading is absolutely necessary, as those of a grade suitable for the preceding semester are usually found satisfactory. There are, however, some texts which on account of length, peculiar nature of contents, or special needs of particular pupils, had best be reserved for outside reading. No hard and fast line can be laid down for this.

Actual class experience has demonstrated amply the feasibility of the various methods and devices outlined above. Whether any of these are ever used in exactly the form suggested is a matter of small consequence. The point of vital importance is the realization on the part of both teacher and pupil that language teaching, as indeed all teaching, is empty effort if limited to the mere

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<sup>12</sup>Important experiments with extensive reading have been made at the University of Chicago, see Hagboldt, *Experimenting with First Year College German*, M. L. J. 9:293-305.

acquisition of facts, without the development of at least some power to use very elementary facts for some higher aim.

#### 4. Oral Work in German

Most of the different types of oral work in German have been mentioned above: 1) Question and answer to introduce grammatical forms; 2) reading aloud of text; 3) question and answer on text material; 4) reproduction of reading text; 5) reciting of poems and singing; 6) memorizing and drilling of forms of grammar; 7) retranslation from English. Of these the first four mentioned undoubtedly form the most valuable class exercises and should constitute a large part of the class work after the reading is taken up as a separate activity.

One danger for the teacher ought to be pointed out in connection with the discussion of oral work. It is easy, especially in a class which does not learn to use German readily, for the teacher to do all the talking. This must be avoided at all hazards. The usual trouble in such cases is that the work is made too difficult. Better a large amount of practice with simple material that the class handles readily than a small amount of "puzzle-solving" work. The element of abundant drill is the most important one in gaining both fluency and correctness.

Another thing that the teacher must guard against in oral work is the danger of aimlessness. Pupils cannot talk about things they do not understand, and for which they have not the vocabulary. Hence the conversational exercises must be closely connected either with the reading text or with the grammar, many times with both at once. No rambling conversation without a definite aim is justifiable at any time.

Abundant illustrations have been presented in former chapters of the manner of using this oral work in connection with both reading and grammar. If the teacher sets a good example the pupils will soon become able to conduct a successful oral exercise with only occasional help, making their own questions from the text read and calling upon their classmates for answers. They are often shrewder than the teacher in seeing that everyone in the class gets his chance to recite.

Many reformers would taboo retranslation exercises entirely, but the writer prefers to retain them as a very valuable training in

thinking straight. He does not believe, however, in assigning them often for home work, but prefers to use them for a class-drill exercise, applying to them some of the sound principles of the newer methods. For instance, one device is to call out the number of a sentence, giving the whole class a half minute to study it out. Then an individual pupil is called on for it. If he halts or stumbles he is passed over before he has a chance to spoil the exercise, and this is kept up until someone gets it right. Then the whole class repeats the correct form in concert. Possibly someone puts the sentence on the board. It is unnecessary to say, perhaps, that the material upon which such sentences are based must be thoroughly familiar, although the exercise itself need not be assigned for special preparation. In such a drill not a word of English need be used, as the English sentences are only seen, not heard. After having been worked over in this way, the exercise may be assigned for written work for the whole class.

Another successful manner of dealing with retranslation of sentences is to assign a sentence phrase by phrase to several pupils, requiring each one to have his phrase ready for insertion in the joint product at the proper time in correct form. After several sentences have been assigned piece-meal in this fashion, the class is given a minute to study the forms and sentences, then everyone is required to give attention to the general exercise. Sentence No. 1 is called for. All pupils having parts of that sentence stand. The sentence is begun and when any pupil gets a wrong form or puts a word in the wrong place the class corrects. Then the whole class repeats the sentence in concert, perhaps varied occasionally with an individual recitation.

These or similar devices make of retranslation a really valuable exercise in quick thinking and accurate form work, and the writer sees no good reason why it should be denied a place in any class. The remarks made above with reference to translation into English apply here with the same force. It is the abuse of this type of work that has brought it into disfavor. It has become mechanical and stereotyped. Formerly, and indeed even today in many schools, almost nothing was written except retranslation, and almost nothing was heard in the class but oral translation. Reverse the process as indicated above, and cut the quantity to about  $\frac{1}{3}$  the former amount, and a valuable procedure is obtained with the conservation of much good practice material.



## 5. Written Work

Written work, like oral work, must bear an intimate relation to grammar and reading if it is to become effective, and here too indications have been made at various points as to feasible types of exercises. The most valuable forms are: 1) answering German questions; 2) changing singulars to plurals, presents to preterites, etc. (mutation exercises); 3) writing memorized passages; 4) summarizing short paragraphs; 5) renarrating stories or parts of stories; 6) dictation; 7) question forming; 8) translation into English; 9) retranslation.

In giving a dictation, the point of the exercise is to have the pupil understand at the first reading and then write with correct spelling the words heard. Whole sentences, or at least whole clauses are the desirable unit in reading such material to a class. The exercise, to be effective, must not be long and must be repeated with some frequency, advancing from familiar material at the beginning to new material as soon as the progress of the class warrants, perhaps early in the second year.

Written translation into English has already been mentioned as one of the best means we possess of aiding the pupil in his struggles with his mother-tongue. A written exercise of this kind, after being corrected by the German teacher for content particularly, may often be passed on to the English teacher to be handled purely from the standpoint of English. This has proved in the writer's own experience one of the valuable means of cooperation between the two departments. It has often resulted in great benefit to the pupil. Once every two or three weeks is often enough for such an exercise, and even then it need not occupy the entire class period.

As a general principle the written work is to be assigned after the completion of oral drill on the same material. It is the final putting into correct and permanent form of the exercises developed. It is a mistake, however, to assign written work always for home study. This often leads to dishonesty on the part of the pupil, and makes of him a weak learner instead of an independent thinker. The writer has found it a good practice to set aside a regular part of each class period for writing, and this regularity has been found conducive to more consistent progress than any other plan tried. Five to ten minutes a day is enough, and the exercises may be varied frequently to avoid monotony. The plan of having the

assignment of written work on the board at the opening of the hour, with the understanding that work is to be started as soon as the pupil comes into the room, has been the means of securing a much larger quantity of work and also conserving the class time. The books used for this writing never leave the class room, and are checked over by the teacher outside of class hours.<sup>13</sup>

As to manner of correcting, the writer follows the plan of leaving alternate pages blank, and requiring all sentences containing errors of any kind to be rewritten in full on these blank pages. Thus the pupil has the final impression left upon his mind of a sentence in correct form. The practice of merely having the mistaken word written in above has not seemed satisfactory, although many teachers follow it. For many errors it is not necessary to use more than an underlining stroke, but for cases in which there is legitimate doubt as to the pupil's understanding of his mistake its nature may be indicated by one of a number of convenient abbreviations previously explained to the class and entered in the notebooks. (E.g. g=gender, c=case, etc.)

When we come to consider longer chapter summaries, which we may begin to use in the third year, or perhaps free composition exercises, which may be attempted with the assistance of an outline in the fourth year, of course it is unreasonable to suppose that this should all be done in class. Here the task is individual and not uniform group work. Besides, the exercise is usually of considerable length and requires consecutive thought and effort throughout a longer period than can regularly be devoted to it in class. For these reasons it is better to assign it as a home project, perhaps lasting a whole week or at least two or three days. The manner of correcting can in the main be the same as that outlined above.

The question of blackboard work naturally belongs under this heading. The writer believes that the teacher who can get successful results from work at the board by the whole class, or even a large part of it, at one time, is a rare phenomenon. In nearly every case the practice produces only a waste of time and a considerable number of uncorrected mistakes. It is rarely desirable that more than a half-dozen pupils should be sent to the board at once. The most useful type of board work seems to be that in

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<sup>13</sup>Cf. J. D. Deihl, *Individual Differences and Note-Book Work in Modern Foreign Languages*. M. L. J. 1:52-58.

which the pupil goes to the board and writes entirely from memory some work that he has just done orally at his seat; an answer to a question, a retranslated sentence, a paradigm, a short summary or renarration. These short exercises, which must not be too numerous at any one time, can be written while the class is hard at work on something else, and can then be quickly looked over, the class pointing out the mistakes. The teacher, on the other hand, should make free and abundant use of the blackboard, not only for writing German, but for crude illustrations in introducing new words, and for emphasizing endings and other form elements.

Whether or not German script should be taught is a matter for each individual teacher to settle for himself. It seems clear that there is quite a movement in this country recently in favor of teaching it to a moderate degree, so that the pupils can at least read it.<sup>14</sup> If the teacher uses it on the board, requiring all pupils to be able to read it, the class need not be required to write it after the first year. One manner of introducing it has already been mentioned under the heading of pronunciation. The contention that it must be taught perfectly if taught at all, and hence takes too much time, seems an empty one. Ordinarily it is not at all difficult to secure from pupils a much better handwriting in German script than they are accustomed to produce in English, and it has been found to react favorably upon their general handwriting, because of the habits of care that they develop. Certainly a moderate knowledge of it need not consume any considerable amount of time and seems worth all it costs, if for no other reason than that it makes the acquiring of certain sounds somewhat easier, removing their symbols farther from the corresponding English symbols ordinarily used for other sound values.

The advantage of mere copying for very young pupils and for beginners of all ages in the first stages of the study ought to be considered by every teacher. It must not be continued too long, of course, but it has a very beneficial influence upon the spelling and knowledge of forms. It may very well form the basis of the first written work assigned, and may profitably be continued as an occasional exercise up to three or four months.

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<sup>14</sup>Expectations that the German people would soon abandon the script in favor of Latin characters have not been realized.



## 6. Special Helps: Maps, Wall Pictures, etc.<sup>15</sup>

The writer doubts the advisability of making use of wall pictures for question and answer in the ordinary high-school course. For the Junior High School they form a valuable adjunct, especially at the start. A map, of course, is an essential aid, and in addition to its incidental use in locating places mentioned in the text, an occasional short lesson in bounding Germany or locating streams, mountains, cities, or states may form an additional valuable exercise in oral German. Even such an aid as Kullmer's "Sketch Map of Germany" (Kramer Publ. Co., Syracuse, N. Y.) will be found of more value to the teacher than as a class manual. Card games based on names of animals, plants, trades, authors, etc. (obtainable from Geo. Brumder, Milwaukee; A. C. McClurg, Chicago; Koelling's Bookstore, 206 W. Randolph, Chicago; Koelling and Klappenbach, Chicago; W. R. Jenkins, New York) are also intended for use with younger children than one ordinarily has in high-school classes.

## 7. Lesson Planning and Division of Class Work.

The careful teacher will always come to class with a plan for the hour made out beforehand. The ready and progressive teacher will be willing to discard the plan made when circumstances arise that seem to justify it. But the carefully-made plan insures against those unfortunate and embarrassing pauses that often arise in a recitation. There must be something ready to do at a moment's notice. This plan might well assign, at first, a definite number of minutes to each type of work to be taken up.

Some teachers prefer to divide the class-hour into sections, doing more than one type of exercise in each hour. Others prefer to keep the class-hour a unit for one kind of work. Without going into the arguments for and against each plan, it seems most sensible in the first two years, or at least the major part of them, to use a divided class period, leaving the divided weekly program for the last two years of the course.

It will not often be found advisable to do more than three different kinds of exercise in one period. For instance, toward the end of the first semester, the class hour might be divided as fol-

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<sup>15</sup>For sources of *Realia* see Appendix B, page 59.

lows: Presentation and preparation of grammar assignment for next day, 15 minutes; drill in reading and question-and-answer work, using reading lesson in grammar, 15 minutes; written work, 10 minutes. The next day's work might then be: Exercises applying the assignment of grammar made the day before, 20 minutes; preparation and assignment of additional exercises for the next day, 10 minutes; renarration of previous reading lesson, combined oral and written, 10 minutes.

From the above remarks it will be seen that the preparation of the assignment is considered an important matter, and especially at this time, when the problem of supervised or directed study is being so seriously taken up by educators. The language teacher should welcome the opportunity to do as much of the preparation work as possible with the pupils. Frequently home assignments in language work, especially in the first year, do almost as much harm as good, and cause the pupils to acquire no end of bad habits. For this reason the making of the assignment should be considered as a serious part of each hour's work. When it does not require oral preparation, time may be saved by writing the assignment on the board. In any case, this will facilitate explanations and make for clearness. It is also an opportunity to train the class in the understanding of German, by thus putting the things learned in class to a practical use, for of course the assignment, if written, will be in German.

#### 8. Reviews, Examinations, Systems of Grading.

There are at least two quite distinct types of reviews: continuous or running reviews, and topical reviews. Good teaching demands that there shall be a continuous review of vital principles as the new material is presented, so that pupils may form habits of use and not merely learn rules. It goes without saying that such reviews are most helpful if almost exclusively in the nature of application of principles. Many makers of beginning texts have worked this principle almost too mechanically by introducing a review lesson every fifth or tenth lesson. It is to be hoped that the teacher will know the condition of his class well enough to be able to omit a review lesson when the class does not need it. The most effective use of such a running review is the incidental application of principles when the class shows some special need.

The topical review, on the other hand, presupposes the com-

pletion of a considerable amount of more or less fragmentary and unorganized material, which has been developed in the class with regard to the psychological aspect of the presentation rather than the purely logical arrangement. It becomes necessary to group and classify such material so that the pupil may be able to draw upon it readily for future use. Normally such a thorough topical review is in place at the opening of the second year's work, and again in the third year. In the writer's experience, it does not ordinarily pay to spend six weeks in the first year in a thorough grammar review. The pupil needs it much more after the long vacation. Therefore, a hasty summing up, extending over two weeks in the spring, at most, followed in the fall by thorough topical outline and application exercises, would seem the most sensible procedure. In the latter, stress should be laid upon the pupil's being able to say that he knows such and such things about nouns, for instance, or the verb. Without such careful classification much hardly won information and skill in use will be lost. Unclassified knowledge confuses after a certain point is reached. This is especially true of junior high-school classes, where isolated facts of grammar are picked up almost unconsciously. In the last part of the second junior high-school year and throughout the third year a definite effort must be made to group and fix these facts, or they will escape the pupil's memory through lack of association.<sup>16</sup>

Examinations are in general of two kinds. One tries to determine pupil achievement in terms of knowledge, the other in terms of mastery; the examination in history, for example, is almost bound to be of the former type, the examination in a modern language, at least during the elementary stages, should stress the element of mastery. The examination which terminated the old-fashioned course generally called for translation of a prepared passage, translation of English sentences into the foreign language, and the recitation of grammatical facts; examinations set by teachers who employ the direct or reform methods usually demand free composition, answers to questions in the foreign language, and blank-filling grammatical exercises. The second type of examination seems to us the more desirable one: the point is not merely what the pupil knows, but what he is capable of doing with his knowledge.

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<sup>16</sup>Cf. the outline in the following chapter.

During the last few years, largely as a result of the work of the Modern Foreign Language Study, a systematic attempt has been made to develop "standardized" tests for various types of achievement in the several modern languages: tests of vocabulary, grammar, reading, and free composition. A number of such tests have been devised, tried out, and standardized, and are now available for use by all teachers. (Published by the World Book Co.) Though it may be conceded that the development of such tests is still incomplete, it seems to us that the principle of the standardized test is well established, and that the newer forms of test when perfected will in time supplant those now in use.<sup>17</sup>

Most good teachers follow the plan, in making up term or year grades, of starting with the personal human element, estimating whether the individual is average, good, or excellent, for instance, and then assigning a numerical mark. The plan of allowing the scholarship grade to represent the pupil's present state of advancement, a sort of cumulative, *not* average mark, while improvement or the contrary within any certain period of weeks is indicated by a set of trait-marks (Industry, Initiative, Attitude, Progress, etc.), has much to be said in its favor. In the opinion of the writer no system of mathematical averages can ever do the same justice to a pupil as a carefully weighed and balanced personal estimate, which takes into consideration both personality, class work, and examinations. There is no particular objection, after both class marks and examination standings have been arrived at in this manner, to assigning each a certain value in making up the final mark: for instance, class work  $\frac{2}{3}$  and examinations and quizzes  $\frac{1}{3}$ . But even the result of such an average should be carefully considered before the grade is set down.

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<sup>17</sup>For a thorough treatment of the subject of tests, readers are referred to Ruch and Stoddard, *Tests and Measurements in High School Instruction*. World Book Co. 1927.



## CHAPTER 4.

### ARRANGEMENT OF COURSES

#### 1. The Junior High School.

For the work of the Junior High School there has not, as yet, been any definite practice developed. The course as outlined below represents a compromise between the ideal beginnings of a six-year course, and the practical administrative necessity of providing for the survivors of the Junior High School classes in the advanced classes of the senior high school. Pupils who completed this course for the three years of the junior high school were found fully able to enter third-year senior high school German, and some of them, with a little extra work during the summer, were even able to enter the fourth-year class. This has its disadvantages, to be sure, for such pupils will, unless their number justifies the formation of a fifth and sixth-year class, be obliged to omit their German during the latter part of the senior high school course. This is especially unfortunate if they are going to college. Languages undoubtedly suffer from the fact that they represent the only subject in the high-school curriculum that offers a continuous line of study in which one year is built upon the other and from which the maximum benefit can be derived only by completing the series. Our pupils are not yet educated up to the idea of continuity, nor even, it is to be feared, all our administrators. The following outline will show in a general way what was done by the writer in the Wisconsin High School.

### A COURSE IN GERMAN

for the

### JUNIOR HIGH SCHOOL

(Based on the practice and experience of the Wisconsin High School of the University of Wisconsin)



## LOWER JUNIOR—FIRST HALF

OBJECTIVES. a) Pronunciation; b) Acquisition of vocabulary; c) Writing and reading of German script.

MATERIALS. Individual note book. German script copy book (obtainable from Concordia Publishing House, St. Louis, Mo., or Geo. Brumder Buchhandlung, Milwaukee, Wis.); Hölzel, Birt, or Perthes Anschauungsbilder (obtainable through importers, such as Stechert and Co., New York); a good wall map of Europe, such as the one in the Rand-McNally Columbia Series.

SUBJECT MATTER AND METHOD. Names of objects in class room and on charts; the family, clothing, parts of body; dinner table, fruits, meats, vegetables, etc., altogether a list of about 200 nouns with articles. Verbs denoting activities 1) in the class room, 2) pictured on charts, 3) of normal daily life. About 30 common adjectives developed naturally from the other material used. All prepositions denoting position, as well as several others, introduced as need requires.

Constant use of the above words in question and answer. Many short proverbs memorized. "*Der Tannenbaum*" and "*Die Lorelei*" memorized both for reciting orally and writing. Dates. *Nicht-sondern*, and *gern-lieber-am liebsten* in sentences. Use of verb in four persons (*ich, du, er, sie, es, Sie*) by letting pupils direct each other and ask questions. Time of day. Games to aid not only in speaking, but in spelling and in learning genders of nouns.

SUGGESTIONS FOR HELPFUL GAMES. Let one pupil leave the room. The rest of the class choose some object, either in the room or pictured on the chart. The pupil sent out returns and asks each pupil in the class a question: *Ist es in dem Zimmer? Ist es vorn? Ist es hinten? Ist es auf dem Fussboden? Ist es aus Holz?* etc. Each pupil asked replies with a complete sentence.

To learn to tell time. One pupil stands up with his back to the blackboard. Teacher or another pupil writes figures to indicate time of day above his head. Pupil standing asks questions to find out the time indicated, the other pupils answering, as before, with complete sentences. Time shown, 10:20 A. M., for example. Questions: *Ist es Zwischen 2 und 3? Ist es nach 10? (Ja.) Ist es vor elf? (Nein.) Ist es vormittags?* etc.

(For other suggestions see the pamphlet entitled *German Games and German and English Books* by Department of German, State

Normal School, Emporia, Kans.; also article by Caroline M. Young, *The German Club*, M. L. J. 1:202, March 1917.)

## LOWER JUNIOR—SECOND HALF

ADDITIONAL OBJECTIVES: Introduction to reading.

ADDITIONAL MATERIALS: Foster: *Geschichten und Märchen* (Heath).

SUBJECT MATTER AND METHOD: Several additional poems, such as "*Heidenröslein*," "*Du bist wie eine Blume*." Writing from dictation. More complicated games. Geography of Germany: map work. Some important events in German history. Continued note-book and copy-book work.

Regular work with reading text. Instructor reads story to the class two or three times. Question and answer, first with books open, later with closed books. Memorizing of stories or parts of stories. Writing from memory lists of words and phrases contained in the reading. Blank filling and mutation exercises in text.

## MIDDLE JUNIOR—FIRST HALF

ADDITIONAL OBJECTIVES: a) Very gradual introduction of direct-method grammar work without separate grammar text; b) introduction of poems and short stories for supplementary reading in class.

ADDITIONAL MATERIALS: Guerber, *Märchen und Erzählungen I* (with exercises) (Heath). In addition, sets of the following in the school library: Purin and Roedder, *Deutsche Gedichte und Lieder* (Heath); Stoltze, *Bunte Geschichten* (Am. Bk. Co.); one or two copies each of five or six such children's readers as Fick's *Dies und Das* or *Neu und Alt* (Am. Bk. Co.).

SUBJECT MATTER AND METHOD: Grammar topics: grouping of nouns; declensions of nouns and adjectives; personal pronouns; relatives; interrogatives; all prepositions except those with genitive. All of these taught inductively with abundant oral drill and with insistence upon correct use rather than formal rule. Continued question and answer work and dictation. Note-book work throughout. Further games to increase vocabulary and to vary the class exercise. Original dramatization. The idea of power predominant.

## MIDDLE JUNIOR—SECOND HALF

ADDITIONAL OBJECTIVES: a) Systematic grammar work with text; b) more rapid development of silent reading power; c) steady improvement of power to write, understand, and speak.

ADDITIONAL MATERIALS: Manfred, *Ein praktischer Anfang* (Heath); Crandall, *Das deutsche Heft* (Am. Bk. Co.).

SUBJECT MATTER AND METHOD: First fifteen lessons in Manfred. Special insistence on word order. Continuous review of grammar. Much reading of stories entire chiefly for content, always without translation of connected passages. Oral and written reproductions.

## UPPER JUNIOR

ADDITIONAL OBJECTIVES: a) Active mastery of all grammar contained in Manfred; b) development of silent reading ability for essential content to works of the difficulty of *Pole Poppenspäler* or *Das Abenteuer der Neujahrsnacht*; c) corresponding increase in writing, comprehending, and speaking power; d) power to translate accurately and smoothly both from and into German.

ADDITIONAL MATERIALS: Seidel-Rosegger, *Edle Herzen* (C. E. Merrill Co.); Stökl, *Alle fünf!* (Heath); Manley, *Ein Sommer in Deutschland* (Scott Foresman and Co.); many supplementary reading texts in the school library ranging in difficulty from Stoltze, *Lose Blätter* (Am. Bk. Co.) to Schiller, *Wilhelm Tell*.

SUBJECT MATTER AND METHOD: Definite home assignments introduced for the first time. Class work consists chiefly of drill based on Manfred and the exercises in *Edle Herzen*, plus sight reading in Manley and occasional instruction in translation exercises. Home work consists chiefly of silent reading for content, on which oral or written report is made at the teacher's option. An average of 300 pages (Heath or Holt page the standard) read in this way.

Definite effort to classify carefully the grammar knowledge gleaned in previous work. Parsing in German. Memorizing of both prose and poetry. Reproductions. Reading to the class by the teacher. Virtual exclusion of English from the class room.

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While the texts mentioned in this outline have actually been used, they are meant here merely as suggestions of the grade of difficulty and the type desirable.

# SYLLABUS<sup>18</sup> FOR A FOUR-YEAR COURSE IN GERMAN FOR HIGH SCHOOLS

## FIRST YEAR GERMAN READING

Some of the beginners' grammars contain quite enough reading material for the year. Such reading material is usually well graded since it serves as basis for grammatical exercises. If a grammar is used containing no reading matter, a well arranged reader should be used and some 30 to 50 pages should be read during the year. The amount of reading will naturally depend upon the grade of difficulty of the material.

## GRAMMAR

### *Articles*

Declension of:

1. The definite article.
2. The indefinite article.

### *Adjectives*

1. A thorough mastery of the weak and mixed declensions of the adjective is recommended. The strong declension of the adjective may be explained when such forms occur in the text, but no drill in its use need be given in the first year.
2. The demonstrative adjectives.
3. The possessive adjectives.

### *Nouns*

The declension of the more common nouns. Enough work should be done in the noun declension to enable the pupils to recognize the various forms in the reading and to use the form required in the exercises and in reproduction. The emphasis formerly placed on this topic should be avoided.

### *Pronouns*

1. *Personal*—Considerable oral and written drill in their use should be given, inasmuch as there is constant need of the personal pronouns in oral and written reproduction.

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<sup>18</sup>This syllabus was prepared in 1923 by a committee of the Association of Modern Language Teachers of the Central West and South. It is reprinted from the *Modern Language Journal* 7:125ff.



2. *Relative*—Some drill in the use of the forms of the relative pronouns should be given, but much less emphasis is desirable than in the case of the personal pronouns.
3. *Interrogative*—Approximately the same emphasis that is recommended for the relative pronouns.
4. *Possessive*—No drill should be given. Forms may be explained when they occur in the reading.
5. *Demonstrative*—Same as possessive pronouns.
6. *Reflexive*—Need be taught only in connection with reflexive verbs like *sich setzen*.

## Verbs

The conjugation of weak and the more usual strong verbs (about forty) with separable and inseparable prefixes. The future-perfect should not be taught in the first year. The three forms of the imperative should be explained when they occur in the reading material. Only the polite form should be required in oral and written reproduction.

*The Modal Auxiliaries*—The simple tenses only need be required.

*Irregular Weak Verbs*—The more common of these, such as *kennen*, *nennen*, *bringen*, *denken*, and *wissen*, should be taught if they occur in the text.

## Prepositions.

The most common prepositions governing the dative case, those governing the accusative case, and those governing both the dative and the accusative. Since these prepositions are constantly needed in all oral and written work, an abundance of exercises providing drill in their use should be given.

## Conjunctions

*Co-ordinating*—*aber*, *denn*, *oder*, *sondern*, *und*.

*Subordinating*—The most common of these, such as, *als*, *wenn*, *weil*, *dass*, should be emphasized and much drill in their use should be provided.

## Word Order

Normal; Inverted; Transposed (Dependent).

## COMPOSITION

Where the direct method is used, oral and written exercises in German designed to fix in mind the forms and principles of



grammar as well as the vocabulary of the text should be provided for practically all of the reading material of the year. These exercises should focus the attention of the pupils especially on the proper *use* of the following: The personal endings and tenses of the verb, the adjective declension, the simple prepositions, and the word-order. Question and answer drill based on the text should gradually lead to oral and written reproduction of the text or portions of it. Care should be taken not to make such reproduction too difficult in the first year. Teachers who are not proficient in the oral use of German may substitute English sentences and short themes based on text read for translation into German.

### VOCABULARY DRILL

An ample amount of exercises specially designed to fix more permanently in the mind of the pupil the vocabulary of the text is recommended. This drill should, however, be confined to words in common use actually occurring in the text. The introduction of too large a number of related words usually leads to mechanical and unprofitable memorizing of long lists of words.

### TEXTS

From the large number of beginners' grammars on the market teachers should select the one best suited to their needs and cover the topics as outlined above. As a rule, most of the grammars contain much more material than can be assimilated by the pupils in the first year.

### MEMORY WORK

(See under "Second year")

### SECOND YEAR GERMAN READING

The basis of the work for the second year should be the reading of 100-150 pages of simple prose, this amount to include outside reading, in case the teacher desires to have pupils begin outside reading as early as the second year. The work, especially in the first half of the year, should be intensive, rather than extensive, in order that the language material may be thoroughly mastered.

## GRAMMAR

The first four to six weeks should be devoted to a thorough review of the first year's grammar, and, to a certain extent, of the vocabulary. This review should be based on a very easy text. The grammar should be used chiefly for reference and study of paradigms. New grammatical topics to be studied in the second year are:

### *Adjectives*

The strong declension.

Comparison of adjectives.

### *Pronouns*

Demonstrative

### *Pronominals*

### *Verbs*

Principal parts of additional strong verbs occurring in the text read.

The irregular weak verbs.

The passive voice (with emphasis on the present and past).

The subjunctive of indirect discourse and unreal condition should be explained but not much drill in their use need be given.

The modals in perfect tenses with an accompanying infinitive should be explained when they occur in the reading material but very little drill in their use is to be given at this time.

The most important verbs requiring the object in the dative.

### *Prepositions*

The most important prepositions requiring the genitive.

### *Conjunctions*

Additional subordinating conjunctions as they occur in the text.

## COMPOSITION

As in the first year, teachers should provide for an ample amount of oral and written exercises in German. These exercises should be designed (a) to give drill on the grammatical topics studied during this year (including the reviews) and (b) to fix in the minds of the pupils the new vocabulary of the texts read.

Following such exercises, oral and written reproduction of suitable portions of the reading material should be required. Again teachers not proficient in the use of oral German may substitute English exercises and short themes (preferably such as are based on the text) for translation into German.

## VOCABULARY DRILL<sup>19</sup>

The same principle should obtain here as during the first year, viz., a limited amount of words of frequent occurrence well learned, rather than an extensive number of words studied in a superficial way and soon forgotten.

## MEMORY WORK

A very material help in the acquisition of a facility in expression and grammatical accuracy can be derived from memory work—a phrase in our modern language instruction not yet fully exploited by teachers. No reading lesson ought to be considered complete until the pupils have memorized some suitable paragraph, episode, scene, or some other portion of the reading assignment.

In the second semester of the first year and thereafter suitable poems may be added. A good English version of the poem should be given by the teacher in order that its beauty may not be marred by attempts at translation on the part of the pupils.

An effective way of arousing the interest of the pupils in German poetry is the singing of German songs. There are some very good song-books available for this purpose.

## TEXTS

The reading material for the second year should be chosen from texts of the grade of difficulty of *Immensee*. In case the text which the teacher desires to use does not contain exercises, the needed question and grammatical drill material will have to be supplied by the teacher.

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<sup>19</sup>A desirable goal in vocabulary for the first two years in high school was set up by a special committee of the National Federation of Modern Foreign Language Teachers and adopted in May 1924. See *The Modern Language Journal*, IX:423-430.

## THIRD YEAR GERMAN READING

In the third year 200-250 pages (in computing the number of pages for drama or poetry the regular duodecimo page of approximately 230 words should be used as a standard) of German prose and poetry of medium difficulty should be read. Though simpler portions of the reading material may be read more rapidly, the larger part of the texts read should be studied intensively. The chief aim of the third year must still be the mastery of the language. The pupils should, however, be trained to derive enjoyment from the books they read and to appreciate their literary qualities. A brief study of the life of the authors and occasional criticism of their style will be in place.

## SUPPLEMENTARY AND OUTSIDE READING

The work of the first two years should be intensive in character. All of the reading, therefore, may very well be done in the class room. In the third, and more especially in the fourth year, a fair amount of outside reading, particularly with the better pupils, may be undertaken. Such outside reading should be checked up by the teacher by requiring brief summaries in English, or when possible, in German. As a rule the texts selected for this purpose should be of considerably easier grade than those read in the class room. Care should be taken, however, not to demand this outside reading of pupils who are able to meet only the minimum requirements of the course.

Texts of the grade of difficulty of *Germelshausen* will be found suitable for such supplementary reading.

## GRAMMAR

The topics which were only touched upon in the second year (such as the indirect and unreal subjunctives and the modals) should receive due attention at this time. Additional points in grammar, such as the subjunctive of wish and purpose, substitutes for the passive, verbs requiring the genitive, verbs used like modals, etc., should be taken up as they occur in the reading material. Numerous exercises based on the reading should again be furnished. They should be designed (a) to provide a review



of important topics of grammar previously studied as well as practice in the topics taken up this year; (b) to aid in the acquisition of the vocabulary contained in the texts read; (c) to serve as preparation for oral and written reproduction.

During the first two years no special reference grammar need be used except where none of the texts used in the second year contain a systematic outline of the essentials of grammar. In the third and fourth years, on the other hand, a reference grammar will be found necessary.

## COMPOSITION

In addition to the written exercises mentioned under GRAMMAR, the work in composition should consist of written summaries of portions of the reading material suitable for that purpose, occasional assignments on topics discussed and broadly outlined, and letter writing.

## VOCABULARY DRILL

Inasmuch as the primary aim of the course is the development of reading ability, the emphasis on the acquisition of vocabulary should increase as the work in grammar decreases. Systematic drill in building up the vocabulary by means of synonyms, antonyms, and related words is therefore advocated. As in the first two years, care should be taken to include in this drill only words actually occurring in the texts read. Words of rare occurrence should not be stressed nor serve as basis for drill work.

## TRANSLATION

As a systematic exercise, translation and retranslation need not be undertaken until the second half of the third year. By this time the foreign language habit will be sufficiently firmly established and there will be no danger of impeding the progress of the work as there would be if translation were undertaken earlier. Retranslation, English into German, exercises may be regularly assigned about once a week. Translation (German into English) may be done occasionally on portions of the text read.



## TEXTS

For class room reading in the third year books of the grade of difficulty of *Pole Poppenspüler*, *Der Taugenichts*, *Der Fluch der Schönheit*, etc., are recommended.

## FOURTH YEAR GERMAN READING

The fourth year's work should comprise the reading of some 350-400 standard pages of German drama, prose, and poetry. In this year the pupils may be introduced to the older German classics, more especially to Goethe and Schiller. The pupils should be given a clear although not a detailed account of the significance of the work of these authors. Some of the most prominent German novelists—Storm, Keller, Meyer, Raabe, Fontane, and Frenssen—should likewise receive due attention, but no systematic study of German literature can be undertaken. This work must be left to the college. Suitable poems from Goethe, Schiller, Uhland, etc., should be studied and at least one lyric or ballad committed to memory each month.

## SUPPLEMENTARY AND OUTSIDE READING

Pupils should be encouraged to do as much outside reading as their spare time will allow. About 150 to 200 pages may be read in this manner. Weak students should be excused from outside reading, if they so desire.

## GRAMMAR

In addition to a review of some of the more important topics of the third year's grammar, such new points in grammar as occur in the reading material should be taken up.

## COMPOSITION

The work in Composition should consist of:

- (a) Reproduction of texts or portions of texts read.
- (b) Recasting of poems, especially ballads, into prose.
- (c) Retranslations.
- (d) *Freie Aufsätze* on topics discussed and broadly outlined in the class room. This may include letter writing and business correspondence.

## TEXTS

1. For the class room—Intensive study:
  - (a) Schiller, *Wilhelm Tell* (or *Die Jungfrau von Orleans*, if *Tell* has been read in the third year).
  - (b) Goethe, *Hermann und Dorothea*.
2. For more rapid classroom reading.
  - (a) Sudermann, *Frau Sorge*.
  - (b) Keller, *Romeo und Julia auf dem Dorfe*.
  - (c) Storm, *Der Schimmelreiter*.
  - (d) Raabe, *Else von der Tanne*.
3. For supplementary and outside reading:
  - (a) Riehl, *Der Fluch der Schönheit*.
  - (b) Seidel, *Leberecht Hühnchen*.
  - (c) Frenssen, *Peter Moors Fahrt nach Südwest*.
  - (d) Raabe, *Eulenspiegel*.
  - (e) Fulda, *Das verlorene Paradies*.
  - (f) Rosegger, *Das Holzknechtshaus*.

The above texts are suggested by way of indicating character and degree of difficulty of the reading material for this year. There is no intention on the part of the Committee to limit teachers in the choice of texts nor to prescribe the order in which such texts should be read.

The Committee has been instructed not to recommend any particular editions of authors nor any other texts, in general. Teachers desiring suggestions regarding texts to be used in each of the four years should consult the bulletin issued by the University of Wisconsin, The New York Syllabus for High Schools: *Minima for German*, and other similar sources.

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## CHAPTER 5.

### THE TEXTS

#### 1. Beginning Grammars

In choosing a beginning text care must be taken not to let some minor feature of the book receive such undue emphasis that one overlooks major flaws. If the illustrated reading, the exercises, or the statements of grammar are very faulty, no excellence of arrangement or make-up can at all compensate for it. The following outline of points to be considered when choosing a grammar has been found very useful in making the task definite. Experience indicates that the following list of percentages is helpful in arriving at a comparative rating for two or more beginning books. Illustrative reading material, 20 per cent; exercises, 30 per cent; grammar statements, 15 per cent; vocabulary, 10 per cent; length of book, 7 per cent; logical and clear arrangement, 8 per cent; treatment of pronunciation, 5 per cent; illustrations, make-up, and price, 5 per cent.

#### POINTS TO BE CONSIDERED IN CHOOSING A BEGINNING GRAMMAR

1. The age of the pupils, the length of the course and the ability of the teacher must here, as in the choice of a method, be the first consideration.

2. Plan of presentation: inductive or deductive, i. e. does the illustrative text precede or follow the formal grammar statement; percentage of direct principle?

3. Reading material: is there enough of it; does it combine naturalness of style with abundant illustrations of grammar; is it narrative, descriptive, or dialogue; has it enough national character both in form and spirit; is it easy enough and suited in content to the pupils' minds; is an additional reading text necessary or desirable?

4. Exercises: are they abundant and varied, something besides sentences for translation and retranslation; can some of them easily be omitted if desirable; do they suggest possible additional exercises; are directions given in German or English?

5. Grammar statements: German or English; clear and concise, dealing only with fundamentals; leaving non-essentials for a reference section or omitting them entirely; index; possibility of use as reference in long course; use of comparison with English; is the terminology free from freakish changes; order of topics; treatment unified within each lesson, or broken up into too many fragments; is there a good reference list of strong verbs?

6. Vocabulary: above or below average of 1200-1500 words; commonness of words; cognates; good as starting point for both oral practice and reading of literature?

7. Miscellaneous: length and number of lessons, possibility of completion in time available; place and arrangement of special vocabularies, do they aid pupil to think or not; is sufficient accurate help given on pronunciation and orthography; pictures, well reproduced and of interesting content; has the book unnecessary frills, adding bulk and expense, such as historical treatment; is there a map; good printing and attractive binding; price?

## 2. Composition Books

A composition book will scarcely be found necessary earlier in the course than the third year. There are three distinct types of books available, a) the extreme direct-method type, represented, for instance, by Boezinger: *Erstes Aufsatzbuch* (Holt); b) the type with a German text as a basis for English retranslation, represented by Chiles: *German Composition* (Ginn) or Pope: *Writing and Speaking German* (Holt); c) the type with nothing but English retranslation exercises, represented by Harris: *German Composition* (Heath). Either a type a) or type b) book is to be recommended for high-school use. For texts in addition to those mentioned above the catalogues of the book-firms should be consulted.

## 3. Reading Texts

The choice of reading texts presents perhaps the most difficult problem of all, because of the very great and ever increasing mass and variety of books to be had. While we cannot elaborate our reasons here, still it seems desirable, in high school, to use a so-called first reader or beginners' reader as the first text for reading purposes. It ought to be easy or more difficult, depend-



ing on the scarcity or abundance of reading contained in the grammar and the point at which it is taken up. Inasmuch as the grammar usually contains enough drill exercises, it seems highly desirable to have as a reading text a book without grammatical drill, provided perhaps with questions, and so made that it will form a pleasant change and diversion from the grammar. Not that grammar study needs to be irksome, but it may easily become monotonous, and the reader affords a quite desirable variation.

There is little doubt that for the ordinary high-school class the second year's reading should consist mainly of short stories, beginning with a collection of brief tales a page or two in length, if desired, and continuing with some of our well known *Novellen* of from 25 to 75 pages in length. The variety is almost infinite. The teacher need only take care not to choose something too difficult or unsuited to the temper of the class. The inexperienced teacher would do well to follow closely some outline such as is given herewith until experience brings independent judgment. It is any teacher's constant and imperative duty to improve his knowledge of texts continually.

It seems undesirable for second-year classes, unless composed of exceptional pupils, to undertake such classics as *Wilhelm Tell*. The difficulty of such texts is usually so great that the possibility of literary enjoyment is precluded. Occasionally teachers are still found using *Der Neffe als Onkel*, thinking that it deserves reading because Schiller's name appears on it. It would be better, in case a comedy is desired, to read one of the numerous one-act plays than Schiller's above mentioned translation from the French. A warning must also be sounded against too long-drawn-out use of texts dealing with the external features of German life, the so-called *Realia*, even if their nature is unobjectionable in itself. Such books serve a better purpose as occasional supplementary reading. They are usually too monotonous and stylistically too limited to be acceptable as a steady diet.

In the third year *Tell* ought to be possible with most classes, and in the fourth year another drama of the classical period, a historical novel (abridged) and one lyric-epic, preferably *Hermann und Dorothea*. If more than four years are offered, the literary tastes of teacher and class must decide.

Merely as an aid to the inexperienced, and certainly without any suggestion that this arrangement is better than any one of a

possible dozen others, the following choice of reading texts for a four-year course is offered. This has seemed especially desirable on account of the extent of the classified list below, which might be confusing to some. Merely the titles are given here. They may be looked up in the longer list for details of apparatus, etc.

Year I. First Reader: *Glück Auf.*

Supplementary: *Bunte Geschichten.*

Year II. Class: *Lose Blätter; Alle fünf!; Immensee.*

Supplementary: *German Stories Retold; Märchen und Erzählungen.*

Year III. Class: *Pole Poppenspüler; Leberecht Hühnchen; Wilhelm Tell.*

Supplementary: *Das edle Blut; Germelshausen; Grimms Märchen; Der Weg zum Glück.*

Year IV. Class: *Die Freiherren von Gemperlein; Gustav Adolfs Page; Hermann und Dorothea; Jungfrau von Orleans.*

Supplementary: *Aus dem Leben eines Taugenichts; In St. Jürgen; Das Lied von der Glocke; Das Fähnlein der sieben Aufrechten; Der Schuss von der Kanzel.*

## CHAPTER 6.

### Extra-Curricular Activities

1. *The German Club.* Experience in many schools indicates that a little adroit steering by the teacher will be sufficient to call the language club into life, with important bearing on the interest and enthusiasm of pupils for the actual classwork. Even a first-year class can have a successful club (see *M. L. J.* XI:376), and in the case of longer courses, pupils even publish little magazines in the foreign tongue. The forms which such a club may assume are very varied, and it would be impossible to detail them here. It will suffice to refer to an exhaustive bibliography on the subject compiled by Mariele Schirmer and published in the *Monatshefte für deutschen Unterricht*, March 1928. Note also the "Calendar for German Clubs" printed in the *M. L. J.* for March 1928.

2. *Social Affairs.* Even if no regular club is organized, certain gatherings of German pupils outside of school hours are feasible and often helpful. The teacher may invite the upper-grade pupils to tea and show them pictures or souvenirs from Germany; a Christmas program ought to be an annual feature; a personally conducted visit to a museum or art-gallery—where such are accessible—is always stimulating; and a Saturday hike or picnic improves personal contacts and class morale. On some or most of these occasions, the rich storehouse of German song should be tapped, as a source both of conviviality and of emotional uplift.

3. *Pupil-correspondence.* Another device for stimulating pupil interest is that of international correspondence, which has already reached considerable proportions. Teachers will find pertinent information in the *Monatshefte* for March 1928, or may write to the director of the German bureau, Fräulein Katharina Hartmann, Leipzig-Gohlis, Fechnerstr. 6.

# SUGGESTED MINIMUM SENIOR HIGH- SCHOOL LIBRARY FOR GERMAN

## A. SUPPLEMENTARY READING TEXTS

FIRST YEAR (Sets, for use by whole class) :

1. Foster, *Geschichten und Märchen* (Heath).
2. Stoltze, *Bunte Geschichten* (Am. Bk. Co.).

SECOND YEAR (Sets, for use by whole class) :

1. Stoltze, *Lose Blätter* (Am. Bk. Co.).
2. Stern, *Geschichten vom Rhein* (Am. Bk. Co.).
3. Grimm, *Kinder und Hausmärchen*.
4. Manley, *Ein Sommer in Deutschland* (S. F. & Co.).

THIRD YEAR (Single copies, with duplicates of favorite texts) :

1. Bernhardt, *Der Weg zum Glück* (Blüthgen's *Der Rügenfahrer* and Lohmeyer's *Tot oder lebendig?*) (Heath).
2. Blüthgen, *Das Peterle von Nürnberg*.
3. Bruns, *Book of German Lyrics* (Heath).
5. Frommel, *Mit Ränzel und Wanderstab* (Heath).
6. Gerstäcker, *Germelshausen*.
7. Hillern, *Höher als die Kirche*.
8. Rosegger, *Der Lex von Gutenhag* (Heath).
9. Storm, *Immensee*.
10. Wildenbruch, *Das edle Blut*.

FOURTH YEAR :

1. Keller, *Kleider machen Leute*.
2. Riehl, *Die vierzehn Nothelfer*.
3. Storm, *Pole Poppenspüler*.
4. Sudermann, *Frau Sorge*.
5. Eichendorff, *Aus dem Leben eines Taugenichts*.
6. Hauff, *Lichtenstein*.
7. Liliencron, *Anno 1870* (Heath).
8. Meyer, *Das Amulett* (Am. Bk. Co.).
9. Schiller, *Der dreissigjährige Krieg*, Book III (Holt).
10. Freytag, *Die Journalisten*.
11. Goethe, *Egmont*.
12. Lessing, *Minna von Barnhelm*.
13. Schiller, *Jungfrau von Orleans*, *Maria Stuart*.



14. Goethe, *Hermann und Dorothea*.
15. Scheffel, *Der Trompeter von Säckingen*.
16. Schiller, *Das Lied von der Glocke*.

## B. REFERENCE MATERIALS

1. Thomas, *Practical German Grammar* (Holt).
2. *German Dictionary* (Heath). James, *German Dictionary* (Macmillan). Muret-Sanders, *Enzyklopädisches Wörterbuch*. (Preferred.) Small edition, obtainable through importers.
3. Vogel, *Deutsches grammatisch-orthographisches Nachschlagbuch*. Through importers.
4. Henderson, *A Short History of Germany*. (Macmillan.)
5. Dawson, *German Life in Town and Country*. (Putnam.)
6. Collier, *Germany and the Germans*. London 1913.
7. Gooch, C. P., *Germany*. (Scribners 1925.)
8. Danton, G. H., *Germany Ten Years After*. (Houghton 1928.)

## HIGH-SCHOOL TEACHER'S MINIMUM PERSONAL WORKING LIBRARY FOR GERMAN

1. Thomas, *Practical German Grammar*. Curme, *A Grammar of the German Language* (Macmillan). (Curme preferred.)
2. Muret-Sanders, *Enzyklopädisches Wörterbuch*, small edition in two volumes. (The best German-English dictionary.)
3. Vogel, *Deutsches grammatisch-orthographisches Nachschlagbuch*. Duden, *Orthographisches Wörterbuch*. (Importers.)
4. Viëtor, *Deutsches Aussprachewörterbuch*. (Importers.)
5. Prokosch, *Sounds and History of the German Language* (Holt). Diekhoff, *The German Language* (Oxford).
6. Bulletin of the U. S. Bureau of Education, No. 41 (1913). *Reorganization of Secondary Schools*.
7. *Report of the Committee of Twelve* (Heath).
8. Handschin, *Methods of Teaching Modern Languages* (World Book Co. 1923).
9. Oliver, *Suggestions and References for Modern Language Teachers*. Bulletin of the University of Illinois. 1917.
10. Subscription to the *Modern Language Journal*, *Monatshefte für deutschen Unterricht*, or *German Quarterly*.

## SUGGESTIVE TEXT OUTLINE FOR SENIOR HIGH SCHOOL GERMAN

Any such classification as the following may be faulty when applied to individual classes. The aim is to show in a general way where texts can profitably be read. The designation "difficult" or "easy" is always relative to the grade for which the text is recommended. Where no publisher is mentioned, several satisfactory editions exist. Direct-method editions are indicated especially. The lists are, of course, far from exhaustive. They aim 1) to indicate the texts that have proved to be favorites with teachers and pupils, and 2) to give hints to teachers as to types of texts to be had, such as novel, history, biography, etc. Especially in the references to composition books and reference grammars is this second point observed. The *order* of arrangement signifies 1) division into types within the larger groups, and 2) within these types, roughly a preference developed through class use, coupled with a rough grading as to difficulty.

Many new German texts have been published of late. The catalogues of the following publishing firms should be constantly in the teacher's possession and should be carefully studied in order to secure the editions best suited to each particular class:

Allyn and Bacon	Alfred Knopf
American Book Co.	Macmillan Co.
F. S. Crofts	C. E. Merrill Co.
Ginn & Co.	Oxford Univ. Press
D. C. Heath & Co.	Scott, Foresman & Co.
H. Holt & Co.	Chas. Scribner's Sons
Johnson Publishing Co.	University of Chicago Press

### FIRST YEAR

#### A. GRAMMARS:

##### 1. Two-year Course.

Manfred, *Ein praktischer Anfang* (Heath).

Spanhoofd, *Elementarbuch* (Heath).

Prokosch & Morgan, *Introduction to German* (Holt).

Schmidt-Glocke, *Das erste Jahr Deutsch* (Heath).

Bacon, *New German Grammar* (Allyn & Bacon).

2. Readers:

Mueller and Wenckebach, *Glück Auf!* (Ginn).  
Seeligmann, *Altes und Neues* (Ginn).  
Guerber, *Märchen und Erzählungen I* (Heath).  
Martini, *First German Reader* (Ginn).  
Walter-Krause, *First German Reader* (Scribners).  
Bagster-Collins, *First German Reader* (Holt).  
Pope, *German Reader for Beginners* (Holt).

3. Longer Course:

See first three grammars above.  
Vos, *Essentials of German* (Holt).

## SECOND YEAR

A. Story Collections:

Stoltze, *Bunte Geschichten* (Am. Bk. Co.) (Very easy.)  
Kern, *German Stories Retold* (Am. Bk. Co.) (Very easy.)  
Stoltze, *Lose Blätter* (Am. Bk. Co.) (Easy.)  
Haertel, *German Reader* (Ginn). (Fairly easy.)  
Dehmel, *Das grüne Haus* (Oxford). (Fairly easy.)  
Grimm, *Kinder und Hausmärchen*. (Fairly easy.)  
Leander, *Träumereien*. (Fairly difficult.)  
Minckwitz-Unwerth, *Edelsteine* (Ginn). (Difficult.)

B. Single Stories:

Stökl, *Alle Fünf!* Heath).  
Storm, *Immensee* (Scribner, Merrill, Heath, Knopf, Macmillan have d-m editions).  
Rosegger, *Der Lex von Gutenhag* (Heath).  
Wildenbruch, *Das edle Blut* (Scribner, Macmillan have d-m editions).  
Blüthgen, *Das Peterle von Nürnberg*.  
Gerstäcker, *Germelshausen*.  
Eckstein, *Der Besuch im Karzer*.  
Storm, *In St. Jürgen; Geschichten aus der Tonne*.  
Bernhardt, *Der Weg zum Glück* (Heath). (Blüthgen: *Der Rügenfahrer*, and Lohmeyer: *Tot oder Lebendig?*)  
Hillern, *Höher als die Kirche* (Scribner, Merrill, Macmillan, Heath have d-m editions).

(Note: The last two are rather difficult; read only with good class as last text.)

Klaussmann: *Wolfdietrich* (Oxford).

C. German life and customs (for supplementary work):

Manley: *Ein Sommer in Deutschland* (Scott, Foresman & Co.).

*Aus Nah und Fern* (Francis Parker School Press, Chicago, Ill.) This is no longer published, but back numbers can be had.

*Das Deutsche Echo*, 13 W. 46th St., N. Y. C.

THIRD YEAR

A. Composition Books:

Boezinger, *Erstes Aufsatzbuch* (Holt).

Chiles, *German Prose Composition* (Ginn).

Bacon, *German Composition* (Allyn & Bacon).

B. Reference Grammars:

Thomas, *Practical German Grammar* (Holt).

Haertel-Cast, *Elements of German Grammar* (Heath).

Bishop-McKinly, *Deutsche Grammatik* (Heath).

C. Reading texts, especially for class use:

Gronow, *Jung Deutschland* (Ginn).

Storm, *Geschichten aus der Tonne*.

Storm, *Pole Poppenspüler* (Scribner has d-m edition).

Seidel, *Leberecht Hühnchen* (Scribner has d-m edition).

Seidel-Rosegger: *Elde Herzen* (C. E. Merrill, d-m edition).

(Contains *Leberecht Hühnchen* and *Vom Kickel, der eingesperrt gewesen ist*.)

Schiller, *Wilhelm Tell*.

D. Reading Texts, for class or outside:

Eichendorff, *Aus dem Leben eines Taugenichts* (Heath).

Meyer, *Das Amulett*.

Riehl, *Burg Neideck*, or: *Der Fluch der Schönheit*, or: *Die vierzehn Nothelfer*. (The last two are rather difficult.)

Keller, *Kleider machen Leute*.

Bruns, *Book of German lyrics* (Heath).

Burkhard: *German Poems for Memorizing* (Holt).



## FOURTH YEAR

### A. Composition Books:

Boezinger, *Mündliche und schriftliche Übungen* (Holt).

Pope, *German Composition, or, Writing and Speaking German* (Holt).

Harris, *German Composition* (Heath).

### B. Dictionaries:

Heath's German Dictionary.

Hinds, Noble and Eldridge G-E, E-G Dictionary, Uniform International Series.

Muret-Sanders: *Enzyklopädisches Wörterbuch*. (Small edition, 2 vols.; to be had through importers.)

### C. Narrative Prose:

Ebner-Eschenbach, *Die Freiherren von Gemperlein and Krambambuli* (Heath).

Hauff, *Lichtenstein* (Holt).

Sudermann, *Frau Sorge* (Holt).

Meyer, *Gustav Adolfs Page, or: Der Schuss von der Kanzel*.

Heine, *Die Harzreise*.

Schurz, *Lebenserinnerungen* (Allyn & Bacon).

Storm, *Der Schimmelreiter* (Difficult) (Ginn)

Raabe, *Eulenspiegel* (Heath).

Scheffel, *Ekkehard* (Difficult).

Freytag, *Das Nest der Zaunkönige* (Difficult) (Heath).

Chamisso, *Peter Schlemihl*.

Schiller, *Der dreissigjährige Krieg*, Book III.

Any of the texts listed for third year will make excellent outside reading for the fourth year.

### D. Longer Poems:

Goethe, *Hermann und Dorothea* (Scribner has d-m edition).

Scheffel, *Der Trompeter von Säckingen*.

Schiller, *Das Lied von der Glocke*.

### E. Dramas:

Goethe, *Egmont*.

Schiller, *Jungfrau, or Maria Stuart*.

Lessing, *Minna von Barnhelm*.

Freytag, *Die Journalisten*.

Fulda, *Das verlorene Paradies* (Ginn) or *Der Talisman* (Heath).

Wilbrandt, *Der Meister von Palmyra* (Am. Bk. Co.)

F. Histories of Literature (for library) :

Robertson, *A History of German Literature* (Putnam).

Priest, *A Brief History of German Literature* (Scribner).

Thomas, *History of German Literature* (Appleton).

## APPENDIX A<sup>1</sup>

### BIBLIOGRAPHY

#### Books

Handschin, C. H., *Methods of Teaching Modern Languages*.  
World Book Co. 1923, 497 pp.

Judd, C. H., *The Psychology of High School Subjects*. Ginn  
1915. Especially pp. 211-246; 392-435.

Klapper, P., *College Teaching*. World Book Co. 1920. Chapter  
by E. Prokosch on The Teaching of German, pp. 440-456.

Krause, Carl A., *The Direct Method in Modern Languages*.  
Scribner 1916.

*Methods of Teaching Modern Languages*, by 13 authors. Heath  
1915.

Palmer, Harold E., *The Scientific Study and Teaching of Lan-  
guages*. Harrup, London 1917.

Thomas, Calvin, *Report of the Committee of Twelve*. Heath 1898.

Viëtor, Wilhelm, *Der Sprachunterricht muss umkehren!* Heil-  
bronn 1882.

#### MISCELLANEOUS ARTICLES<sup>2</sup>

Deihl, J. D., *A Plan for Handling Advanced Reading Texts in  
Modern Foreign Languages*. *School Review*, 24:359-364.

Kenngott, A., *Outside Reading as an Important Factor in Modern  
Language Instruction*. *Monatshefte*, 17:89-97.

Stroebe, Lillian L., *The Background of the Modern Language  
Teacher*. *Education*, 39:573-579. *The Use of Pictures as Il-*

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<sup>1</sup>For complete bibliography consult Handschin's *Methods*. For select critical bibliography, see *Modern Language Instruction in Canada*. Vol. I (Univ. of Toronto).

<sup>2</sup>The *Modern Language Journal* should be in every school library. Its volumes are full of valuable articles. The articles listed here are some that have appeared elsewhere than in the *Journal*.

*lustrative Material in Modern Language Teaching. Education, 43:363-372.*

Whitney, Marian P., *The Place of Reading in the Modern Language Course. Educational Review, 51:189-197.*

## APPENDIX B<sup>1</sup>

### SOURCES OF *REALIA* FOR TEACHERS OF GERMAN

*Maps.* Justus Perthes, Gotha, Germany. Rand McNally, 270 Madison Ave., N. Y. C.

*Pictures.* May & Ziegler, 11 Broadway, N. Y. C. Berlin Photographic Co., 225 Fifth Ave., N. Y. C. B. Westermann, 13 W. 46th St., N. Y. C.

*Postcards.* W. Beyer, 259 Fifth Ave., N. Y. C. Hanfstaengl, 153 W. 57th St., N. Y. C.

*Calendars.* Brentano's, 1 W. 47th Street, N. Y. C. G. E. Stechert & Co, 31 E. 10th St., N. Y. C.

*Posters.* German Railroads Information Bureau, 630 Fifth Ave., N. Y. C.

*School supplies.* E. Steiger & Co., 49 Murray St., N. Y. C.

*Records.* "Deutsche Schallplatten," N. Y. Band Instrument Co., 111 E. 14th St., N. Y. C.

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<sup>1</sup>For complete list write to Doubleday, Page & Co., Garden City, N. Y.





HIGH-SCHOOL SERIES  
(Out of Print)

1. THE HIGH-SCHOOL COURSE IN ENGLISH, by Willard B. Bleyer, Associate Professor of Journalism. 1906, 1907. 1909, 1911.
2. THE HIGH-SCHOOL COURSE IN GERMAN, by M. Blakemore Evans, formerly Associate Professor of German. 1907. 1909. Revised by Chas. M. Purin, Assistant Professor of German, 1912.
3. COMPOSITION IN THE HIGH SCHOOL. THE FIRST AND SECOND YEARS, by Margaret Ashman, Instructor in English. 1908. 1910.
4. THE HIGH-SCHOOL COURSE IN LATIN, by M. S. Slaughter, Professor of Latin. 1908.
6. THE RELATIVE STANDING OF PUPILS IN THE HIGH SCHOOL AND IN THE UNIVERSITY, by W. F. Dearborn, formerly Assistant Professor of Education. 1909.
8. THE HIGH-SCHOOL COURSE IN MATHEMATICS, by Ernest B. Skinner, Associate Professor of Mathematics. 1910.
10. THE HIGH-SCHOOL COURSE IN GEOGRAPHY, by R. H. Whitbeck, Associate Professor of Physiography and Geography, assisted by Lawrence Martin, Assistant Professor of Geology. 1910.
11. THE TEACHING OF MANUAL ARTS, by Fred G. Crawshaw, Professor of Manual Arts, the University of Wisconsin, and Robert W. Selvidge, Assistant Professor of Manual Training, the University of Missouri. 1911, 1912.
13. REQUIREMENTS FOR ADMISSION TO THE FRESHMAN ENGLISH COURSE (English 1), issued by the Department of English, the University of Wisconsin. 1913.
14. A HANDBOOK FOR LATIN TEACHERS, by Frances E. Sabin, Assistant Professor of Latin. 1915.



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OF WISCONSIN

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REQUIREMENTS FOR ADMISSION TO  
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AT THE UNIVERSITY OF WISCONSIN

Issued by  
COMMITTEE ON HIGH-SCHOOL RELATIONS

Prepared by  
THE DEPARTMENT OF ENGLISH

Madison  
1922  
(Revised and re-printed 1930)

## HIGH-SCHOOL SERIES

(For Distribution)

5. FUNDAMENTALS OF ORAL ENGLISH, A COURSE FOR SECONDARY SCHOOLS, by Rollo LaVerne Lyman, Associate Professor of Rhetoric and Oratory, and Jean T Sheafor, Principal of High School, Janesville, Wis. 1914.
9. SCHOOL AND UNIVERSITY GRADES, by W. F. Dearborn, formerly Assistant Professor of Education. 1910.
12. THE HIGH-SCHOOL COURSE IN AGRICULTURE, by K. L. Hatch, Professor of Agricultural Education. 1911, 1913.
15. THE PRACTICAL ENDS OF THE STUDY OF LATIN, by Frances E. Sabin, Assistant Professor of Latin. 1915.
16. SUGGESTIONS FOR SCHOOL AND HOME PROJECTS IN AGRICULTURE, by K. L. Hatch, Professor of Agricultural Education. 1915.
17. STANDARDS IN MANUAL ARTS, DRAWING, AND DESIGN, by Fred D. Crawshaw, Professor of Manual Arts, and W. H. Varnum, Associate Professor of Manual Arts. 1918.
18. A FOUR-YEAR COURSE IN FRENCH FOR HIGH-SCHOOLS, by B. Cerf, Associate Professor of Romance Languages. 1918.
19. MODERN COURSES IN SECONDARY MATHEMATICS, by Walter W. Hart, Assistant Professor of Mathematics. 1921.
20. REQUIREMENTS FOR ADMISSION TO FRESHMAN ENGLISH AT THE UNIVERSITY OF WISCONSIN. Prepared by the Department of English. Revised and re-printed 1930.
21. THE COURSE IN ELEMENTARY BIOLOGY FOR THE HIGH-SCHOOL AS OFFERED AT THE WISCONSIN HIGH-SCHOOL, by Lynda Weber, The Wisconsin High-School. 1924.
22. A FOUR-YEAR COURSE IN FRENCH FOR HIGH-SCHOOLS, by Laura B. Johnson, Assistant Professor of Romance Languages, and Lucy M. Gay, Associate Professor of Romance Languages. 1926.
23. ENTRANCE CREDIT FOR MUSIC. 1928.
24. THE HIGH-SCHOOL COURSE IN GERMAN by the late Joseph Dwight Deihl, and Bayard Quincy Morgan, Professor of German. 1928.



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## PREFACE

This bulletin has been prepared as a brief answer to the question *What must a student know in order to gain admission to Freshman English at the University of Wisconsin?* It has no direct concern with methods of instruction in secondary and elementary schools.

Upon the latter subject, however, one observation of fundamental importance may here be made. Under present conditions it is not conceivable that the majority of pupils will pass out of the high school competent to use English correctly, unless first during many years, in addition to the usual instruction in literature, they are given continuous, systematic, and disciplinary practice in the writing of themes. This practice must undoubtedly be continuous. It must not be provided in one year or one quarter, and withdrawn in the next year or the next quarter; it must not be provided in one period of six weeks, and withdrawn in the next period of six weeks. Everything depends upon a cumulative and consolidated progress which is made possible only by uninterrupted instruction over a long stretch of time. Correctness must become a matter not of temporary knowledge but of permanent habit. One theme a week for four years is infinitely preferable to four themes a week for one year or even to two themes a week for two years. This practice must also be systematic. It must be directed by teachers who know that they cannot do everything at once, who accordingly emphasize first the more important things and afterwards the less important things, and who thus move steadily forward in relation to some definite and intelligent program. Finally, this practice must be genuinely disciplinary. It must involve not only the regular writing of themes by the pupils but also the regular correcting of these themes by the teachers. Competent teachers must read them with care, and must then insist that they be properly revised by their authors.

Practice in writing themes which is not continuous, systematic, and disciplinary may sometimes be better than no practice at all; but it is wasteful, and it cannot be relied upon to produce the result which all educators agree in desiring. All educators probably agree that when the pupil leaves the high school, whether to go directly into life or to pursue further his studies, he should be able to write his own language. Especially important is this ability to

the pupil who goes directly into life, since in the hurry of everyday affairs he is but little likely to acquire command of English.

The chief objection to providing adequate practice in composition is obviously its cost. But this objection should not cause it to go unprovided. Teachers of English—and their friends outside the profession—should never tire of proclaiming the simple fact that if the public wants its sons and daughters to be rescued from illiteracy, it must furnish at any cost the indispensable means.



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## GENERAL STATEMENT

In order to gain admission to Freshman English at the University of Wisconsin, *a student must be able to express simple ideas, in writing, with a reasonable degree of correctness and general intelligence.*

The one word in this sentence which may be thought to require interpretation is the word *reasonable*. What, precisely, does the University mean when it speaks of a *reasonable* degree of correctness and general intelligence?

No brief interpretation of the term, as it is here used, can possibly be exhaustive. To interpret it exhaustively would require an elaborate and technical exposition of the elements (a) of English grammar, (b) of rhetoric, and (c) of the conventions which govern the form of written composition. A complete explanation is, however, quite unnecessary for the purposes of this bulletin.

An explanation, for practical ends, will be approached in two ways: first, by defining some of the weaknesses which are regarded as especially serious; and, second, by reproducing two series of actual themes, one of compositions which do not reach a standard of reasonable correctness and general intelligence, and the other of compositions which do reach that standard.

### I. SOME ESPECIALLY SERIOUS WEAKNESSES

(1) Gross errors in vocabulary, such as are illustrated in the following sentences:

He was fond a working out experiments.

In an instance the storm was upon us.

After much argumenting he consented.

There were many exciting incidences in the last act.

When I tried to put him off, he resented me.

That taken care of, we preceded to the next difficulty.

The resident streets are very handsome.

He convinced us to come here.

Carrying the ball is not permittable.

Being in an angry mode he offered to fight.

Debating overcomes one's self-conscienceness.

She had known him in college some time hence.

My room has a really luxuriant bed.

(2) Gross errors in grammar and sentence structure, such as are illustrated in the following expressions.

Bernardo trembled as he seen the ghost.

He done what he could for her.

A great work lays before the engineer of the future.

I wish he had did it sooner.

The wagon was ladened with hay.

The crowd raised up in their seats and shouted.

She wished then she had have known.

He received the proposal favorable.

They held them selfs in readiness.

These different ways of passing time makes farm life agreeable.

We had to decide whom should be sent.

I felt just as self-confident as him.

Desolation reigned in several cities. Especially in San Francisco and Santa Rosa.

It would, moreover bring lots of trade. Which helps build up and enrich the city.

I wish to prepare myself for the difficulties of life. To fit myself for mingling with educated people.

And when on questioning her and receiving no definite answer he became angry.

A boy who is at a gathering and a social meeting is proposed it is the best plan to retire to your room.

By studying subjects which are not particularly favorites broadens our minds.

One who has had good schooling and after getting the practical experience is a valuable man for the company to employ.

Seating themselves, Thompson told the story of his life.

At Geneva he became traveling tutor to a young gentleman, the son of a rich London pawnbroker, traveling with him as far as Marseilles where both were glad to separate and he returned to England where he learned that his mother had died during his absence which for a time prostrated him with grief from which he sought consolation in literary work publishing *The Vicar of Wakefield* in 1762.

(3) Gross errors in punctuation, such as are illustrated in the following sentences:

I had one consolation I knew my pie would be good.

He tried to ride the waves standing up in a hunting boat, the result was he got a ducking for his foolhardiness .

If they make the basket the ball is thrown up between the centers again, it is also thrown up between the centers when a final goal is made.

I saw the steam drill in operation; drilling holes in the rock.

After two years of clinical work; I expect to specialize in surgery.

That these sports are self-supporting; is a fact, which should not be forgotten.

My chief object, is to gain, an education.

You may go if you choose but, I will not.

In the larger room there is a stove around which, idlers sit and tell stories.

The dinner a very scanty one was soon eaten.

The sophomore, on the other hand promises to attend.

The first game, which was held at the gymnasium was a success.

One should have a correct idea of the customs habits and geography of distant countries.

What was his name.

Tom is an honest boy so I asked him what he did with my apple.

(4) a. Gross errors in spelling such as—

alright	<i>For</i> all nght
alround	all round
arrainged	arranged
attackedt	attacked
buisy	busy
catridge	cartridge
collage	college
dicided	decided
differant	different
dinning	dining
drownded	drowned
hugh	huge
should of	should have
them selfs	themselves



lieing	lying
minuet	minute
necessaty	necessity
ninty	ninety
no	know
payed	paid
perposal	proposal
seperate	separate
strickly	strictly
supprise	surprise
then	than
there	their
therefox	therefore
to	too
tonite	to-night
villian	villain
women	woman
writting	writing

b. Errors in capitalization and the use of the apostrophe.

who's	whose
Burn's	Burns', Burns's
it's, its'	its
are'nt	aren't
latin	Latin
french	French
High School	high school
College	college
Algebra	algebra
History	history

(5) Gross negligence or ignorance in the preparation of manuscript, manifesting itself in—

Crude, slovenly, or positively illegible handwriting.

Crudely uneven margins.

Absence or proper indentations for paragraphs.

(6) Sentences uniformly and babyishly short, as in the following composition:

It was a little country store at a cross roads. The store was not large. This store was different from most stores for it had a porch.

On the porch was a number of men. They were clad in overalls and old coats. The windows were not very large. They had a number of panes in each one.

As you enter the store the first thing you would notice would be the candy. It was in a glass case. The candy was covered with dust. It looked as if it had been there ten years.

When you turn to your right you would see two women. They were buying dress goods. The goods were ancient and ugly. The women were discussing which they would buy . . .

(7) Gross inadequacy in mental grasp and in power of organization such as (along with other weaknesses) is illustrated in the following composition:

### THREE THINGS THAT I EXPECT THE UNIVERSITY TO DO FOR ME

The state University of Wisconsin, I expect shall help me to plan the fundamental principles for my future work. That is it will assist me in planning out the position for which for which I am best adapted whether it be in the course of languages, history or any of the various courses. In life it shall broaden our point of view to a greater extent. I expect this education at the University will not only teach me along the physical lines but also in my mental powers. I expect that it will enable me to command a much higher salary after I have completed my course. I shall endeavor to work diligently and hope it will improve my character. The number of years passed at the University teaches some to be more natural, while others become more dignified. Thus I hope that I may become more advanced in every way of which will be of the most benefit to me.

Therefore I think they shall be my most pleasant years and hope it will teach me to become a very ambitious student.

The several sub-topics dealt with in a composition should be discussed in an orderly way. The composition should not touch on one, pass to a second, pass to a third, return to the second, return to the first, pass to a fourth, and so on. In other words, a composition should not be a random series of statements on its subject, but an organized discussion with a definite plan. Failure to effect such organization is clearly shown in the following paragraph:

## THE THEFTS AT KINGSLEY HALL

During the past week several of the rooms in the girls' dormitory were robbed of articles of some value, such as jewelry and money, while the occupants were absent from the rooms. The authorities in charge of the building have not provided the girls with keys; so I think they should make up the loss at least in part. A girl cannot feel comfortable in a dormitory where things she values highly are liable to be stolen from her. The person who took things was probably a student. Every well-conducted dormitory should furnish keys to its occupants; then if things are stolen from a room, it is the owner's own fault. Among the objects stolen last week were several rings, a gold watch, some lace handkerchiefs, and seven dollars in cash. Such occurrences create a distrust among the girls, because when the guilty person is unknown, suspicion is general. The authorities should therefore make every possible effort to find the culprit and furnish keys.

## II. SPECIMEN THEMES

### A. FAILED THEMES

#### 1. Recommended for Early Conference

Note:—The following themes do *not* reach a standard of “reasonable correctness and general intelligence.” They are reproduced, as exactly as is possible in print, from the original manuscripts. They were all written at the University of Wisconsin, in September, 1921, by freshmen who had just matriculated. Underscoring in these failed themes is employed to mark the points at which occur the errors chiefly responsible for failure. The themes are presented under two classes: those recommended for early conference with the sub-freshman staff, and those so illiterate that only strict training for at least a full semester in sub-freshman English could be of material benefit. The themes of the first class were presented by students whose errors were not those primarily of fundamental incoherence, or faulty idiom, or general ignorance of grammar and rhetoric, but rather those of faulty training in such matters as punctuation, reference, and paragraphing. A small percentage of such students, through doing extra work and through special guidance on the part of the sub-freshman staff, are promoted back to regular freshman English after a month or two.

#### MY HIGHEST AMBITION IN COLLEGE

A man has no choice, that is he must either “do or die.”

My ambition in College is to do and get the best oppertunity offers. By diligent, hard work success is possible.

My aim is to specialize in some line of the Agriculture Course and spend the largest share of my time on it thereby getting to be exceptionally good along that paticular line

At the present time a man must specialize as in a financial way a person will accomplish a great deal more.

My ambition along athletic line while attending College is to be able to get on some of the larger teams especially Basketball and if possible to make the regular team representing the University.

I believe physical development is just as necessary as mental. And physical exercise surely is necessary to keep your body in a healthy condition.

#### THE WORK I LIKE TO DO BEST

It has been my pleasure for the last few years to work, at least a month or two, in a bank. For some unknown reason the life of a bank has been the family work. Two of my sisters and myself have worked in banks and enjoy it very much. I will endeavor to show why I like banking and why I have chosen it as my profession.



When one works at a bank one comes to work at eight o'clock and begins to work at his own little job. The employees of a bank unite in their efforts to make it a better place to work in. They are made to feel as if the bank is their home, and they act accordingly. The persons that work in banks are in a class with the professional men of the world. One puts trust in bank employees as one trusts a teacher or an other professional person.

The officers in a bank put very much confidence in their employees or they could not do business at a profit. Personal matters of talked of before the employees, and known enough not to repeat them. Financial matters are in their hands and they could give you the business standing of many firms, but they are trusted to such an extent that they become almost amune to all dishonest habits.

My main reason for liking this work is that you are treated like, "We the bank," not the stockholders being the bank. The bank is a place where one co-operates to a great extent. One person who a small mistake may throw the whole system out of joint, and therefore one has to make as few mistakes as possible.

You are treated like a human being in this work and there fore I like it. In my places you are treated like machines and paid accordingly, also one works in pleasant surroundings and is given a chance to be promoted. Any person has a chance in a bank and one works accordingly.

## HOW THE AUTOMOBILE HAS ALTERED COUNTRY LIFE IN AMERICA

The automobile has done more to alter and advance country life in America, in the last decade, than any other single invention or machine.

First of all, it has given country folks who were quite content with their environment a new interest in life. It has stimulated in such folks the spirit of travel. Not only to explore other neighborhoods, but to mingle into the activities of city folks as well. In short it has greatly altered and greatly advanced social life in the country. Secondly, it has made possible, and greatly facilitated, educational progress. Because of the fact that the matter of distance has been overcome, which to country folks was the greatest reason for being satisfied in their own little community and to become clannish as it were. To stay by the customs of their own little neighborhood and look to little else for enlightenment. Now this is largely overcome because of the desire to travel stimulated by the addition of the automobile to every up-to-date farm equipment. To travel and study and observe the ways and life of other people stimulates a desire for more knowledge. And so today we find the farmers generally are far better informed on the better methods of farming and educational progress.



## 2. Unconditionally Failed

### HOW THE MOVIES HAVE CHANGED SIENCE I FIRST SAW THEM

The "Movies" have changed to a better grade of pictures, better light, and pictures of more interest of what is going on in the world.

The first pictures, were of the more common pictures, and were mostly slides, and the lighting proposition was not as good. So the pictures were dim, and hard on a persons eyes to gaze at them.

The pictures of today are of more interest, because they are made up of the events which happen through out the country.

If a person just stops to study most pictures shown now days, have a lot of meaning to them.

With all the improvements on lights, and films, the pictures now seem more real then they used to when "Movies" first started.

As, to convenience for seating the people. First, the "Movie" houses were small, and poorly seated.

Now, there are a lot more "Movie" houses, and better seats. So it is more of a comfort to go and spend an hour at a show than it used to be.

### WHY I WANT A ROOM MATE

A roommate is a very helpful person to have about; especially when you are a freshman. If you can get some fellow who has gone to school before, it is all the better because he can help you get acquainted with college life. This is hard to do sometimes and if it cannot be done you should pick out some fellow who has come to school to do something worth while, and not come their for a good time.

Another reason is that it will help take away that homesickness which usually occurs especially to Freshman who have never been away from home before.

Even if you have been away before it gets very lonsome when you do not have some one to chum about with. Also, if you have one friend you are sure of getting others.

Another reason it is good to have another freshman chum and roommate is that when hazing is going on you are usually safe in going down the street together while, if you were alone it would not be so safe. What is college life if you don't get a little fun out of it to? If you are alone it is hard to get out and have fun and also in your room what fun do you have if you are alone?

If you are a good clean fellow you will be particular what kind of a roommate you choose. Get one that is interested in the studies you

are taking up and who will help you out and you can return the same (way) in something else that you understand better than he does. If you are interested in Athletics you would want a fellow with the same inclination. You can be a room cheeper usually with two in it and that helps out a great deal in the line of exssences. This I think is the main reasons that a roommate is wanted.

## WHAT I THINK OF THE POPULAR MODERN DANCES

My opion of the popular modern dances, is that the music enterest's me most.

Some people really like to dance, and others merely go for the music, also helps them to pass the evening away. If a person feels rather tired and can not stay awake, the late dances and music well add more life for that time beeing. Some people say, that there is more harm done at the dances than any other place. I don't really see as any more harm can be done there, than at church. The cause of that, is that the dances keep much later hours, than the churches, so it gives some people the opiion as a rough sort of a place. If some of the hall were under better rules and laws as is the best dance halls, there would not be near the hasty opions of some of the people. So until that time comes the dance hall are to be called a rough place to go.

## B. PASSED THEMES

NOTE:—The following themes *do* reach a standard of "reasonable correctness and general intelligence." They are reproduced, as exactly as is possible in print, from the original manuscripts. They were all written at the University of Wisconsin, in September, 1921, by freshmen who had just matriculated. The first two themes were passed with a grade of "poor" the second two with a grade of "fair"; the third two with a grade of "good"; the last theme with a grade of "excellent." The author of the last theme was admitted to one of the "advanced sections" (see Appendix below). The *first* theme in each of the first three groups shows relative freedom from technical errors; the *second* in each group offends against correctness. Such mistakes are not underscored as in the "failed" themes. It is obvious, of course, that the quality of the *second* theme in each group should be found superior in other respects to that of the accompanying theme with relative technical correctness.

## I. With Grade of "Poor"

(a)

### THREE QUALITIES I LIKE A TEACHER

There are three qualities, I think a teacher ought to possess before anyone should take a liking to him. One of these is a good personality. By a good personality I mean that he likes his students, and is friendly and willing to help them whenever he is asked to.

The second quality the teacher ought to acquire is a good systematic way of teaching, and take an interest in the subject he is teaching. Some teachers take little or no interest in the subject they are teaching, and the students are the ones who suffer. If a teacher does not like the subject he is teaching he does not teach the student what ought to be taught, and the class is usually a failure.

The third and last quality a teacher ought to possess is the power to conduct a class. If a teacher cannot conduct a class in the proper way, that is by keeping order, he is not a successful teacher.

These then are the three qualities a teacher ought to possess before he is a successful teacher.

(b)

### HOW A STUDENT SHOULD SPEND HIS SUMMER VACATION

How a student spends his time which is not taken up in his studies is of vast importance to his career. College life is so occupied with studies that the student does not get a practical view of life or business.

Most students upon graduating and getting into private life, find many trials and troubles which they had not anticipated.

To get these experiences and overcome these difficulties it is well for a student to place himself in some employment during the summer months so that when graduation finely come and he is ready to go out and take his own responsibilities of life he will be well prepared.

Many students have gone even further than this. They have stayed out of school a whole year or more. This student is much more practical and has more of an idia of what he will do when he graduates.

Besides this experience he is developing, he is earning money. And money is very important in college life. It has been proved that

the man who earns his own way in college, as anywhere else gets the most value out of it, because his appreciation is greater.

Therefore I believe it a very good idea to work during the vacation. And as for the kind of work it makes not much difference, what it is, so long as it is profitable.

## 2. With Grade of "Fair"

(a)

### WHY NO STUDENT SHOULD HAVE AN AUTOMOBILE

I think that there are two important reasons why no student should have an automobile. The first reason is that it is too expensive and the second reason is that the owning of a car tends to keep the student from studying.

When a student is sent to the University, and especially when his parents are paying his way, I believe it is his duty to save as much as possible. The upkeep of running a car costs much and it is absolutely unnecessary.

The second reason is probably more important than the first. When a student owns an automobile it is hard to resist the temptation to go out every night when one ought to be studying. One is apt to be "going" every spare moment possible if he is the owner of a car and of course he slacks his studies with the inevitable result.

Therefore I think that no student is justified in owning a car while attending school. Outside of the above reasons for not owning a car there is practically no reason for owning one. It is absolutely unnecessary in student life.

(b)

### WHAT LED ME TO CHOOSE THE COURSE I HAVE BEGUN AT THE UNIVERSITY

There are many things which helped to influence my choice of a course at the University, which is by the way, the Music Course.

In the first place, Music has for years been my greatest ambition, and one of my very highest inspirations and consolations. To my way of thinking, no art is so calculated to bring out the best there is in people, to give new impetus to good works, and to comfort those in distress and sorrow. If more people realized the refining influence



of Music, both vocal and instrumental, I believe this world would be a better place in which to live, and, without in the least wishing to criticise, I feel that if more emphasis was placed on this branch at all institutions of learning, that the whole nation would benefit thereby.

Of course, I am taking up several subjects besides Music. I am studying Italian which I do for a two-fold purpose. The first of these is general culture, and the second is so that I may be enabled to sing in that beautiful language.

Then there is English History, which I believe deals very fully with situations and conditions which effect us here in the United States.

As for English, no one is truly cultured until it is possible to express oneself in a clear, forcible manner at all times.

These, then, are just a few of my reasons for selecting my present course.

### 3. With Grade of "Good"

(a)

#### HOW I THINK A STUDENT SHOULD SPEND HIS SUMMER VACATION

The way in which a student should spend his summer vacation is determined to a certain extent by his financial condition. No student, however, should be idle during the summer, even though he be millionaire. He should be kept busy at least during the greater part of his vacation.

A student who has plenty of money will find it very profitable to attend a summer school. This will occupy his time, and at the same time help him along so that when he starts his regular school life again in the fall, he will be ahead of where he would otherwise have been. As summer school does not take up his whole vacation, he will have enough time left to go for an outing trip or upon a visit.

A student who does not possess enough money to put himself through school should work during his summer vacation, so that he can help out his school expenses in the fall. Even though he needs money very badly, a student should not work at his job from the day school is out until the day it begins again. He should have at least a week for his own use, during which he can rest and get his mind away from his daily work. He should not overwork or he will be in poor condition in the fall.



(b)

## MY FATHER'S BUSINESS

First, imagine if you can, a straggling little country town closely following the description of Main Street given by Sinclair Lewis in his supposedly famous book, then, imagine a store about fifty yards long and twenty yards wide situated at the extreme end of this Main Street. There, since he was fifteen years old, my father has favored the caprices, excentricities and foibles of a decidedly country population.

I can see my Father now on a very hot July Saturday evening. There he stands crowded between high piled counters, smiling outwardly as he patiently receives the criticism of some ignorant farmer, but inwardly boiling with anger and wondering to what extent the law could take him should he reach over the counter, grab the farmer by his collar, boosting him out of the store with the heavy 'cow-hides' which he was then wearing.

The store which he owns is very well named when called the Smithtown General Merchandise Store. It contains everything from tin cups to electrical fixtures. Your impression on entering the store would be that you had entered one of Woolworth's famous ten cents stores were it not for the fact that you saw no be-rouged, short-skirted girls. No such clerks as that, but only a few old faithfuls who have stuck by Father through thick and thin.

There my Father has spent forty years of his life, when all his ambition was to become some-one in this world. There he stands yet, patiently toiling that his children may have an education and the best in life—something which he never had.

## 4. With Grade of "Excellent"

### WHAT IS NECESSARY FOR SUCCESS IN MY FAVORITE SPORT

The requirements for success in my favorite sport—namely, football—are varied and numerous. Some of these requirements must be met if one is to obtain any measure of success in this big, virile, smashing strategic game. Others of these essentials are such that, lacking in them, one may still make good by virtue of possessing some of the other qualities in a more or less unusual degree. For example, let us consider the matter of weight. Weight is a decided advantage,

and to a certain extent an absolute essential, in football; yet if a man lacks twenty pounds of the required weight, he may discount this seeming disadvantage by virtue of snappy, sure "head-work" and a determination somewhat in excess of that possessed by the heavier man. Such cases are by no means unusual or infrequent in football, and bring to light the psychology of the game as borne out through its history—football is primarily, fundamentally and essentially a game of spirit. The man handicapped by lack of sufficient weight and of the born qualities (for so they seem in many men) of an athlete, will accomplish far more, will contribute more, toward victory for the old school than the weighty player who is the fortunate but unspirited embodiment of all the physical requirements of the grid game. By the same sign, the man in the line, taking all the bumps and knocks of offensive and defensive warfare must be possessed of spirit in even a fuller measure than the man behind the line. For the latter, there are cheers for his good work, and thundering applause when he carries the ball over that white line for the touch-down that cinches the victory for the school. For the former, however, there are few possibilities of these laurels being heaped upon him; he must stay at his work in the line and yield his desire for the spectacular to the good of the team.

## I. ENTRANCE TESTS (p. 21—Appendix A)

During the past two years (1928-29 and 1929-30) it may be said that the classification of matriculants has been made on the basis of two types of entrance examination; (1) The Wisconsin Language Test developed by the Bureau of Guidance and Records and (2) a series of four themes written during the first week of the semester, two impromptu themes composed under test conditions during the first two regular recitations, and two prepared formally at home. The actual sectioning of students into the four divisions of Freshman English—A, B, C, D,—according to accomplishment is largely determined by their success on the test themes, it being the present belief of the English Department that ability to write English should form the basis of placement. The Wisconsin Language Test has been used as the determining element in border-line cases. It has, furthermore, constituted a valuable check on the theme tests. Until two years ago the Freshman English staff had given an examination in grammar during the third recitation period. This has been supplanted, however, by The Language Test, which with its ingenious measurements of capacity not only in grammar but in elementary rhetoric as well has proved much more valuable.

It was stated above that Freshmen were classified under four groups—A, B, C, D. Group A, the advanced Freshman division, is competitive. About 4 per cent of the best qualified students in the Freshman class are chosen. The D group, the subfreshman division, about 5 per cent of the entering class, comprises students who having failed the entrance tests reveal the need for further elementary study in grammar. These students receive no university credit. The B group this year (1929-30) forms about 50 per cent of the entire class, the C group about 40 percent. The former includes the better prepared students, the latter the poorer. Each receives full credit. The chief difference between the two lies in the more elementary nature of the material studied in the C group. It uses a rhetoric, whereas the B group does not. Furthermore, although it studies narration, it does not attempt to write themes under the form, whereas the B group does.

No student is failed in his entrance tests upon the adverse judgment of a single examiner. In all cases the papers of students likely to fail are read by at least two persons.

## 2. Sub-Freshman English

Students who fail to pass the entrance tests described above are admitted into the course known as Sub-Freshman English. This course is administered at the expense of the University for the benefit of such of its students as are seriously deficient in English composition. It is concerned with a grade of work appropriate to the elementary or secondary schools and consequently gives no University credit. It is a one-semester course. A student otherwise qualified to remain in the University, who fails to pass at the end of one semester, may be admitted to the course a second time. Only in rare cases is a second repetition permitted. A student who fails twice to pass the course is ordinarily dropped from the University.

## 3. The "Advanced Sections"

The entrance tests enable the examiners to identify, not only the students with the least adequate preparation in English composition, but also those with the most adequate preparation. The best students—some ten per cent of the freshman class—are admitted to special classes in Freshman English known as the "advanced sections." The course of study in the advanced sections is independent of that in Freshman English.

## 4. Exemptions

In general one year of English composition is required of all first-year students. In the College of Letters and Science, however, candidates for the general degree of B.A. who receive the grade of "Excellent" at the end of the first semester of Freshman English are permitted to discontinue the course and enter at once upon the required study of English literature.



## APPENDIX B

### SUGGESTIONS TO HIGH-SCHOOL TEACHERS OF ENGLISH

#### 1. Junior-Senior High-School Tests

It is suggested that in the latter part of the junior year or the first part of the senior year in the high school those students who expect to attend the University be subjected to a test similar to that given upon their entrance to the University. This proposed test should consist of the composition of at least one impromptu paper and one paper prepared outside class. The topics among which the students are allowed to choose should not include subjects which can be treated by simple narration of personal experiences; they should all be subjects that require thinking, planning, organization. We recommend the following types:

1. The Kind of Reading I Really Enjoy.
2. Why I want to go to College.
3. My Favorite "Movie" Actor (or Actress).
4. How I Think a Student Should Spend His Summer Vacations.
5. Some Things That Are Transforming Life on the Farm.
6. Why I Want (or, do not Want) a Roommate.
7. The Kind of Music I Enjoy Most.
8. Why I Consider (or do not Consider) Ex-President Wilson a Great Man.

Teachers are advised to judge the papers written at the test just suggested by the standard employed in the judgment of papers written at the entrance test in the University, and then to endeavor, during the senior year, to correct the deficiencies which the test has disclosed.

#### 2. University Co-operation

The University will gladly assist teachers in judging the test papers resulting from the high school tests suggested above. Any accredited school may send every year to the Department of English ten papers—five impromptu and five written outside class—produced at a test of the kind above recommended. These papers the Department of English will examine, mark, and return, indicating on each one whether the writing is, according to its standard, passable or not passable.



Teachers of English in high schools are invited to cooperate with the University in this way in an endeavor to accomplish an end which they and the University desire in common: namely, that the number of unfortunate students who enter the University unfit for admission to Freshman English may speedily be reduced to a minimum.

## HIGH-SCHOOL SERIES

(Out of Print)

1. THE HIGH-SCHOOL COURSE IN ENGLISH, by Willard B. Bleyer, Associate Professor of Journalism. 1906, 1907, 1909, 1911.
2. THE HIGH-SCHOOL COURSE IN GERMAN, by M. Blake-more Evans, formerly Associate Professor of German. 1907, 1909, Revised by Chas. M. Purin, Assistant Professor of German, 1912.
3. COMPOSITION IN THE HIGH SCHOOL. THE FIRST AND SECOND YEARS, by Margaret Ashman, Instructor in English. 1908. 1910.
4. THE HIGH-SCHOOL COURSE IN LATIN, by M. S. Slaughter, Professor of Latin. 1908.
6. THE RELATIVE STANDING OF PUPILS IN THE HIGH SCHOOL AND IN THE UNIVERSITY, by W. F. Dearborn, formerly Assistant Professor of Education. 1909.
7. A COURSE IN MORAL INSTRUCTION FOR THE HIGH SCHOOL, by Frank Chapman Sharp, Professor of Philosophy. 1909, 1913.
8. THE HIGH-SCHOOL COURSE IN MATHEMATICS, by Ernest B. Skinner, Associate Professor of Mathematics. 1910.
10. THE HIGH-SCHOOL COURSE IN GEOGRAPHY, by R. H. Whitbeck, Associate Professor of Physiography and Geography, assisted by Lawrence Martin, Assistant Professor of Geology. 1910.
11. THE TEACHNG OF MANUAL ARTS, by Fred G. Crawshaw, Professor of Manual Arts, the University of Wisconsin and Robert W. Selvidge, Assistant Professor of Manual Training, the University of Missouri. 1911, 1912.
13. REQUIREMENTS FOR ADMISSION TO THE FRESHMAN ENGLISH COURSE (English 1), issued by the Department of English, the University of Wisconsin. 1913.
14. A HANDBOOK FOR LATIN TEACHERS, by Frances E. Sabin, Assistant Professor of Latin. 1915.



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5. FUNDAMENTALS OF ORAL ENGLISH, A COURSE FOR SECONDARY SCHOOLS, by Rollo LaVerne Lyman, Associate Professor of Rhetoric and Oratory, and Jean T. Sheafor, Principal of High School, Janesville, Wis. 1914.
9. SCHOOL AND UNIVERSITY GRADES, by W. F. Dearborn, formerly Assistant Professor of Education. 1910.
12. THE HIGH-SCHOOL COURSE IN AGRICULTURE, by K. L. Hatch, Professor of Agricultural Education. 1911, 1913.
15. THE PRACTICAL ENDS OF THE STUDY OF LATIN, by Frances E. Sabin, Assistant Professor of Latin. 1915.
16. SUGGESTIONS FOR SCHOOL AND HOME PROJECTS IN AGRICULTURE, by K. L. Hatch, Professor of Agricultural Education. 1915.
17. STANDARD IN MANUAL ARTS, DRAWING, AND DESIGN, by Fred D. Crawshaw, Professor of Manual Arts, and W. H. Varnum, Associate Professor of Manual Arts. 1918.
18. A FOUR-YEAR COURSE IN FRENCH FOR HIGH-SCHOOLS, by B. Cerf, Associate Professor of Romance Languages. 1918.
19. MODERN COURSES IN SECONDARY MATHEMATICS, by Walter W. Hart, Assistant Professor of Mathematics. 1921.
20. REQUIREMENTS FOR ADMISSION TO FRESHMAN ENGLISH AT THE UNIVERSITY OF WISCONSIN. Prepared by the Department of English. Revised and re-printed 1930.
21. THE COURSE IN ELEMENTARY BIOLOGY FOR THE HIGH-SCHOOL AS OFFERED AT THE WISCONSIN HIGH-SCHOOL, by Lynda Weber, The Wisconsin High-School. 1924.
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# A Four-Year Course in Spanish for High Schools

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## THE COMMITTEE ON HIGH-SCHOOL RELATIONS

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## PREFACE

The present syllabus has been prepared with the idea of being of assistance not so much to the experienced teacher as to the teacher who is preparing to teach a Spanish class for the first time. Such a teacher often feels the need of definite and practical suggestions as to aims, methods, and materials. It is needless to point out that the items gathered within the covers of this booklet are not intended to replace the teachers-training course of the university or normal school; nor do they pretend to furnish all the help that the teacher may need from time to time. Moreover, it has not been our intention to issue mandates to the high-school teachers of the state; our wish has been to suggest—and nothing more. Naturally, each teacher will adopt only as many of the suggestions as apply to the situation in his classes. And in the interests of greater flexibility no rigid outline for each semester has been included in this syllabus. This omission, moreover, has been prompted by two other important considerations. In the first place, a fixed outline for each semester would of necessity follow the material and order of a specific text-book—and it has not been our desire to circumscribe the teacher's choice in this respect. In the second place, in view of the desirability of grouping students on the basis of their general aptitude, previous experience with foreign language study, and similar qualifications, it is evident that the same program could not be prescribed for all classes.

There are surely many problems not touched upon in this outline. In every instance where a new problem arises, the Department of Spanish of the University of Wisconsin will be happy to be helpful in its solution.



## THE PLACE OF SPANISH IN THE HIGH SCHOOL

It would seem superfluous to point out the place which every progressive school in the United States should assign in its curriculum to Spanish, a language which in the words of President Hoover "occupies in this continent a place of importance second only to that of English." The opinion of the Chief Executive is borne out by the steady growth of interest in the study of Spanish in our secondary schools and institutions of higher learning. Wherever educators bring to the problems of education a clear sense of values, they regard Spanish as the equal of any other foreign language in realizing the specific purposes of language instruction. Thus it is that an ever-increasing number of Americans are carrying on the tradition of interest in the Spanish language, culture and civilization, which in the past found adherents in national figures like Washington Irving, Longfellow, Howells, Lowell, Whittier, Bryant and others.

To the high-school student the study of Spanish recommends itself for several reasons. In common with other foreign languages it affords excellent mental training by developing concentration, discriminating judgment, analysis, accuracy, logical reasoning, methodical organization, attention to detail, and many other powers essential to sound thinking. It likewise introduces him to a people and civilization which, aside from being an important factor in the history of Europe, occupies a unique position in the history of the development of our own continent. So that in addition to serving the cultural purposes which alone would justify the study of any foreign language, the study of Spanish leads to a more intimate understanding of the Spanish-American countries with whose future that of our own nation is so closely linked. In fact, a sense of neighborliness should prompt us to stress the necessity of learning the language of the millions of people who make up the republics to the south of us. And while the utilitarian aspect of educational material should not be overemphasized, it should be pointed out that in the matter of usefulness in connection with the diplomatic service, commerce, journalism, and the many other contacts with Spanish-America, Spanish probably holds out greater promise than the other modern foreign languages taught in our schools. A carefully pre-



pared course of study should therefore be planned with two objectives in view:

1. To teach Spanish for its educational and cultural value.
2. To teach Spanish for its possible usefulness to the student in his life-work.

## THE TEACHER

The success of any course of study depends very largely on the qualifications and the preparation of the teacher. Some indispensable requisites of good teaching may be defined thus: (1) Knowledge of the subject taught; (2) Interest in the profession; (3) Adequate professional training. Fortunately the facilities for the training of good teachers of Spanish are so abundant in this state, that school authorities face no problem in finding satisfactory candidates for positions.

The successful teacher always remains a student of his specialty. During the school-year the opportunities for self-improvement are not always within easy reach, but they are readily accessible during the summer vacations. The teacher who seeks professional satisfaction and consequent growth will attend special courses of study in a university summer session—and there are many which offer attractive courses leading to an advanced degree. Better still, he will frequently go abroad for as long as possible, in order to strengthen his contacts with the peoples whose culture he is interpreting to his students. There are several moderately-priced educational tours to Spain and Spanish-America conducted every summer. However, for those who are not fortunate enough to reside and study abroad, the University of Wisconsin, among other institutions, offers a substitute in the *Casa Cervantes* (Spanish House). This organization operates for the benefit of advanced students of Spanish, with Spanish as the medium of conversation, and affords frequent contact with cultured men and women of Spain and Spanish-America.

## THE METHOD

An effective method is one which never loses sight of the objective pursued, is flexible, and adapts itself to the powers of the teacher and the capacity of the students. A method is not useless merely

because it is old, or useful only because it is new, or vice versa. The best methods are a fusion of old and new procedures whose effectiveness is beyond doubt. Modern foreign language instruction has been the object of so much experimentation and investigation, particularly in recent years, thanks to the important work of the *Modern Foreign Language Study*, that it is no longer necessary for the inexperienced teacher to grope in the dark; the experience and investigations of others may properly and safely serve at least as a basis for the individual method of every teacher.

The following suggestions are offered for the formulation of a practical and effective method. They are not based on exclusive adherence to any one method of language instruction.

1. The students should be trained to read, to understand, to write and to speak Spanish, with emphasis on reading and understanding, but not to the exclusion of writing and speaking.

2. The use of Spanish as the medium of all instruction to the fullest possible extent is highly desirable, but in no instance should clearness of explanation be sacrificed to the use of the foreign tongue. The reaction of the class will serve as a warning when it is necessary to resort to English. To save time it is advisable to make all grammatical explanations in English.

3. Among the materials for study should be included such illustrative matter as pictures, maps, objects of art, music, songs, etc., which will enlighten the students about the country and the people whose language they are studying. This will not only relieve the monotony of drill, but will also make the students feel that they are in contact with a vital and interesting subject.

4. Each lesson should be planned carefully as a significant unit, so that the student may readily see what he has added to his knowledge of the subject. Only what is truly important should receive due stress. Wherever possible the day's lesson should be linked with what has preceded in order to make evident the continuity of the subject under discussion. In general, it is advisable at all times to spend a few brief minutes in review of the previous lesson before taking up the advanced lesson.

5. The recitation should be conducted in such a way that all the students will realize the necessity of active participation all the time in everything that is treated. Several short recitations by each stu-

dent in the course of one class-hour are preferable to one prolonged recitation. By all means the student must be discouraged from feeling that he is through for the day because he has already recited once. It is likewise important to guard against letting the recitation become an affair between the teacher and one student, with the rest of the class left out of the picture.

6. The teacher should not consume an undue portion of the hour in talking to the class. Explanation is essential, but it must be brief and relevant, and followed immediately by carefully organized drill on the principle in question. It is far more effective to have principles applied repeatedly by the students than to have them explained lengthily by the teacher. The students should carry the burden of the work; the teacher's task is only to direct. The teacher who feels exhausted at the close of the recitation has not necessarily taught effectively.

7. It is not advisable to discourage students from asking questions about difficult points, but it is far better for the teacher to anticipate all normal difficulties and to remove them by a set of exercises specifically designed for that purpose. Allowing students at the beginning of the hour to ask questions on the lesson is of doubtful usefulness to the class as a whole. In all events, all questions asked by students should be answered by students as often as possible.

8. The observation that variety makes for interest applies with particular force to teaching. Drill implies frequent and steady repetition, and repetition leads to monotony and consequent loss of interest. There are always several ways by which the same objective may be attained. For example, when conducting a vocabulary drill, one can resort to the following different devices. Let the students use the words in Spanish sentences. Let them give synonyms. They may define the words in Spanish. Let them give homonyms. They may be asked to complete sentences with the words of the vocabulary. Under all circumstances it is important to vary the device whenever the attention of the class is in danger of lagging. It is possible to vary the method of attack frequently without running the risk of becoming incoherent and disorganized.

9. No exercise should be undertaken that is not within the attainment of the average student. Exercises in which only the superior students can participate effectively tend to discourage the less

gifted members of the class. It is likewise important to devise exercises that are not too easy and therefore require little mental effort on the part of the students.

10. Since language is largely a matter of habit-formation, it is urgent that the habits be formed correctly at the outset and in a variety of ways. Thus every recitation should afford the class an opportunity to say, to hear, to write, and to see the language; writing and seeing being generally perhaps less important than saying and hearing.

11. Every teacher must bear in mind that a class is made up of a group of human beings of different temperaments and dispositions. The teacher who is sensitive to and considerate of these differences will experience little difficulty in creating the kind of atmosphere that is needed for complete and effective cooperation between himself and the class.

12. The conscientious teacher takes daily stock of his triumphs and failures. Only in this way can he gradually rid himself of his weaknesses and make his strong points even stronger. The teacher who at the end of the day cannot take inventory of his performance has probably failed to teach effectively that day.

## TEXT-BOOKS

Text-books form an important link of communication between teacher and student. The strength or weakness of this link will depend upon the manner in which the teacher supplements the text-book, or modifies it to suit the needs of the students. Perhaps there is no text-book which would be entirely satisfactory to any teacher; at any rate, it is important to choose one which will require only slight revision or modification, for the student's inveterate and traditional respect for the printed word will frequently assert itself against the teacher's revisions. If it is absolutely necessary to correct or revise a statement, it should be done before the class has become acquainted with it.

The following observations are offered as an aid in the selection of text-books.

1. Do not adopt a book on the recommendation of the publishers or colleagues in other schools.



2. Before deciding to adopt a book study it carefully (do not be satisfied with a hasty and superficial examination) with reference to the following points: content, clearness and conciseness of presentation, plan and arrangement, conformity in the matter of vocabulary and idiom to the recent findings of the *Modern Foreign Language Study*, the method implied (grammar-translation, natural, direct, reform), mechanical make-up, illustrative material, freedom from misprints, price, etc.

3. Familiarize yourself with the latest publications of a given type of text-book; publishers are generally glad to supply teachers with complimentary copies.

4. Avoid text-books which restrict themselves to one rigid method, or which are based on a pseudo-pedagogical principle expounded and advocated by no one but the author. The method can almost invariably be ascertained from the author's preface.

5. Grammars and first-year readers, or first-year books, which are based on an eclectic method (one which combines the good features of several tried methods) should usually be given preference.

6. In the case of readers comprising material not written by natives, the qualifications of the author are always important as a guarantee of the accuracy and correctness of the Spanish.

7. Although the repeated use of a text-book is advantageous in that the teacher's familiarity with it may result in more effective teaching, it is not entirely desirable because it tends to make the teacher negligent in the preparation and planning of the lessons, and often results in stereotyping his method and in limiting his range of knowledge and information. An occasional change of text-books has a wholesome effect on the very best teachers.

Elsewhere in this syllabus is included a list of grammars, readers, novels, plays, composition-books, etc., from which the teacher is advised to choose those books which in all probability will be best suited to his objective and method as well as the needs of his students. Although the items in this list have been carefully selected, be sure to examine even these books before adopting them. There is also a partial list of supplementary books which should be in the teacher's private collection or in the school library. (A more complete bibliography of works dealing with Spain and Spanish-America is in preparation and will be available for free distribution on request.)



## THE CLASS

It would seem hardly necessary to call attention to the fact that students are not all equal in native mental endowment, aptitude for language study, previous training, and attainment; and yet these are factors which are frequently ignored in the organization of classes, resulting in the reduced effectiveness of the teacher and the unsatisfactory accomplishment of many a student. Under ideal conditions—and schools with large enrollments are in a position to have them—a class should be a fairly homogeneous group of students on the basis of the qualities stated above. It stands to reason that a class consisting of students of superior intelligence, or of previous extensive training in some foreign language, should not be exposed to the same course of study and method as a class composed of students not thus qualified. Thus if the enrollment warrants it, there should be different beginner's sections, composed of similarly qualified students, with a distinct and appropriate course of study for each section. Likewise, after the first semester, the students who complete the course satisfactorily should be divided into upper and lower groups on the basis of their attainment. Such distributions, always made on the basis of general intelligence tests, specific prognosis tests, and objective final tests (new-type tests), will inevitably produce better results among superior as well as inferior students.

## THE COURSE

### *Pronunciation*

To teach pronunciation effectively, every teacher must be familiar with the elementary principles of general phonetics. The first important rule to observe is that sounds must be taught before the symbols of the sounds are presented. For example: explain to the class the articulation of the voiceless interdental fricative (Z or C) and have it pronounced several times, individually and in unison, but do not mention the letter (symbol) until after the articulation and pronunciation have been mastered. Only in this way is it possible to train the student not to think of Spanish sounds in terms of English letters and their corresponding sounds. In general, the presentation of Spanish sounds in terms of English sound equivalents is not conducive to the acquisition of an accurate Spanish pronunciation; it is far more desirable to familiarize the class with

the principal organs of speech, their function, and the positions they must assume for the articulation of the vocalic and consonantal sounds which are peculiar to Spanish. Moreover, it is advisable to start with the sounds which have no approximate equivalent in English, in order to make the students realize the necessity of falling early into the foreign sound habit. Spanish phonetics if properly presented does not offer a single difficulty that the average student cannot master. The order of presentation should be: vowels, diphthongs, consonants, syllables, words (short at first, and increasingly longer in time).

Pronunciation should remain an integral part of Spanish instruction throughout the course. No oral exercise should be assigned for home-study unless all the new sounds or words have been previously explained by the teacher and sufficiently rehearsed in class. Choral pronunciation is extremely helpful, provided the teacher has first pronounced each unit very carefully. However, individual pronunciation should not be neglected. At the appropriate stages in the student's training certain materials of the course afford good opportunities for pronunciation drill, namely: proverbs, easy and interesting verse selections, dramatic dialogue, and even conjugations of certain tenses. If verbs are utilized, it is important to make it clear that the drill is not for the sake of the forms primarily, but for the sounds and, more especially, for the correct accentuation. Anything that is suitable for memory exercise is, at the same time, good material for pronunciation drill.

The following are some matters which will require special attention in the teaching of pronunciation.

1. The vowels *e*, *u*, *a* will be subject to most frequent mispronunciation.

2. All diphthongs will require particular emphasis.

3. Of the consonants, the following offer the greatest difficulty: *b* and *v*, *d*, *g* (followed by *e* and *i*) and *j*, *h*, *ll*, *ñ*, *r* and *rr*, *t*, *x*, *y*, and the combinations *qu* and *gu*.

4. Most students of Spanish syllabify improperly and as a consequence place the stress on the wrong syllable.

5. Spanish words whose spelling differs only a little from the English are frequently subject to wrong stressing. In general, the Spanish words which are similar to English words in spelling and in meaning require closer attention than any other kind.

6. The written accent seems to encourage wrong stressing, and words containing it should therefore be watched more carefully than those without the written stress.

7. The slurring of vowels is a frequent error.

8. Students with a smattering of French often experience difficulty with the vowel *e* in final position, and frequently nasalize vowels (*ā* for *en*, *ō* for *ón* in the ending—*ión*. etc).

### *Grammar*

The principal aims in teaching grammar should be:

1. A clear insight into the phenomena of language structure.

2. An understanding of the grammatical concepts with which the student may not be familiar even in the mother tongue.

3. The acquisition of knowledge of forms and syntax which will enable the student to read accurately and to form correct habits of speech in the foreign language.

Aside from the attainment of the above aims, the teacher should likewise strive to destroy the student's prejudice against grammar as a set of arbitrary rules, or as a hopeless maze of irregularities. The teacher's treatment of the subject should be designed to make the students realize that grammar is largely logical and rational, and that a rule of grammar is, to some extent, comparable to a mathematical or scientific formula: it can be easily derived again, provided the logical sequence of the individual steps is clearly understood. It is such treatment of grammar that makes the study of it valuable from the standpoint of mental discipline. Grammar should be understood rather than committed to memory; in fact, the second procedure is not necessary if, after a principle has been made reasonably clear, its application is made through appropriate drill.

The inductive method is perhaps the best method for the presentation of grammar, especially for young high-school students. First present the application of a given principle, and then, by a series of judicious questions, have the students derive the rule. Each principle should be mastered thoroughly before a new one is presented, and no principle should be included in the exercise unless it has been previously explained and, better still, applied. If the principle has several ramifications, each part should be taken up separately and mastered in turn. Thus, a text-book for beginners which

crowds into one or two lessons all the essential uses of the definite article will most likely prove disastrous in that respect to an elementary class. In grammar, slow progress will invariably mean steady progress.

One of the greatest difficulties in the teaching of grammar is presented by the so-called irregularities. Stressing irregularities in language study is decidedly bad pedagogical psychology. To begin with, no irregularities should be presented until the regularities have been thoroughly mastered. Then the irregularities may be presented, not as such perhaps, but as another aspect of the regular phenomena of grammar. To take an extreme case for the sake of illustration. Nothing is more bewildering to the elementary student than the irregular verbs. Now, upon close examination the Spanish irregular verbs are, paradoxical though it may sound, regularly irregular in the majority of cases; that is to say, most irregular verbs reveal consistently and systematically the same irregularity. Accordingly, one may well stress the regularity of irregular verbs.

In general, *reduce irregularities to the lowest possible minimum*. Frequently it is psychologically helpful to point out to the student that the same or a similar irregular phenomenon exists in the mother tongue. (For instance, the use of the future tense to express probability has its counterpart in English, as in the statement: "Where is Main Street?" "Oh, that'll be about five blocks from here.") This should serve to destroy the student's prejudice against the grammar of the foreign tongue. And this suggests another principle. Inasmuch as English and Spanish grammar coincide to a highly appreciable extent, it is important to stress only the points of difference, since the points of similarity will take care of themselves without a conscious effort on the part of the student.

At all times it must be borne in mind that grammar is only a means to an end—an aid to correct expression in the foreign language. It should therefore never be made a study for its own sake. Ten minutes spent in the application of a principle that the class understands and can apply is worth more than an hour spent by the teacher and the class in repeating the explanation until everyone can recite it glibly. The statement of rule should be required only as an aid to making the student realize the error he has committed in an exercise of application. It is likewise essential to hold frequent reviews, but since it is obviously impossible to devise a review-exercise



which will cover all the principles studied over a given period of time, the teacher should have a definite record of the difficulties encountered and stress only those in the review. In general, both teacher and student should have a record of the points that have offered the greatest difficulty and endeavor always to reduce their number gradually until they cease to exist for the class.

Formal grammar should be studied during the first two years of a high-school course in Spanish. It is possible, and perhaps advisable, with classes of superior ability to cover the content of the average elementary grammar in three semesters, devoting the last semester to a thorough review of the most difficult phenomena. The distribution of the material should not be in four (or three) equal parts to correspond to the four (or three) semesters, but in four parts of progressively increasing amount. That is to say, the smallest amount should be covered in the first semester, and the largest in the fourth. Because grammar requires much drill and repetition, it is not always the most interesting phase of language study from the student's standpoint. Hence it is often advisable to introduce reading and conversation as early as possible and utilize these subjects for grammatical demonstration and drill to the extent to which the material at hand lends itself to such treatment.

Since the grammar texts in general use do not follow exactly the same order in the presentation of material, it seems inadvisable to outline in detail the distribution of grammar over the four (or three) semesters of the Spanish course. It may not be amiss, however, to outline the things which require particular stress in the teaching of Spanish grammar.

### *Articles*

1. The more frequent use of the definite article in Spanish than in English, and the less frequent use of the indefinite article.
2. The apocopated indefinite article.
3. The contraction of the definite article with *a* and *de*.
4. The definite article which replaces the possessive adjective before an object noun designating a part of the body, an article of clothing, etc.
5. The definite article before a proper noun preceded by an adjective.



6. The definite article with titles used in indirect address.
7. The definite article with the names of certain countries.

### *Adjectives*

1. The position of adjectives; the distinction between descriptive and limiting adjectives.
2. The agreement of adjectives.
3. The apocopation of adjectives.
4. The irregular comparison of adjectives.
5. The third-person possessive adjective.
6. The adjectival use of preposition plus noun in place of noun used adjectivally in English.
7. The plural of *este*, *ese*, *aquel*.
8. The distinction between *ese* and *aquel*.
9. The feminine form of *aquel* and the plural form of both genders.
10. Interrogative adjectives.
11. The several translations of *more than* and *no more than*.
12. Correlative comparison.

### *Adverbs*

1. The irregular comparison of adverbs.
2. The apocopation of all but the last of a series of adverbs.
3. The difference between *muy* and *mucho*.
4. The differences in *qué*, *como* (*cómo*), *cuán*, *lo* with the meaning "how."
5. English adverb replaced by adjective in Spanish in phrases like *Tengo mucho calor*.
6. Correlative comparison.

### *Prepositions*

1. Use of *a* with direct objects.
2. Use of *a* with indirect objects.
3. Use of *a* with dative of separation.
4. Differences between *para* and *por*.

5. Use of compound prepositions (*antes de, después de*).
6. Omission of preposition with verbs like *pedir, agradecer, pagar*, etc.

### Conjunctions

1. Differences between *pero* (*mas*) and *sino*.
2. Use of *y* and *e*, *o* and *u*.
3. Conjunctions introducing subjunctive clauses.
4. Conjunctions built on basis of adverbs (*después que, desde que*, etc.)

### Numerals

1. Use of cardinals in place of ordinals.
2. Use of conjunction *y* in numbers like 21, 35, etc.
3. Omission of conjunction *y* between 100 (or multiples of 100) and a number less than 100 (e.g. 101, 209, 410).
4. Spelling of numbers like 21, 35, etc., as one word.
5. Apocopation of *uno* in 21, 31, 41, etc.
6. Omission of indefinite article before 100 and 1000.
7. Use of *un millón de*.
8. Use of *mil* in dates, e.g., 1929.
9. The form of simple fractions.
10. The manner of expressing dimensions in Spanish.
11. The multiples of 100 between 100 and 1000.
12. The use of numbers in expressions of date and hour of the day.

### Nouns

1. Gender of nouns.
2. Abstract nouns formed from adjectives.
3. Generic nouns.
4. Partitive nouns.
5. Orthographic changes in the plural of certain nouns.
6. Use of "feminine *el*" with singular nouns.
7. Distributive use of singular nouns.

8. Plural use of nouns to represent two genders.
9. Adjectives used as nouns.

### *Pronouns*

1. The use of *usted* and its consequent influence upon the verb, object pronoun, and possessive adjective in the sentence.
2. Use of subject pronoun for emphasis or contrast.
3. Use of prepositional forms of pronoun for emphasis and for clarity.
4. The use of a third person pronoun to anticipate a noun object.
5. Use of two object pronouns.
6. *se* as indirect object preceding a third person direct object.
7. Position and order of pronoun objects.
8. Use of pronoun as dative of interest.
9. Possessive pronouns.
10. Interrogative pronoun "whose."
11. Demonstrative pronouns (*éste* and *aquél* for "the latter" and "the former").
12. Relative pronouns: use of *que*, *quien*, *el cual* (*que*), *lo cual* (*que*), *cuyo*, etc.
13. Negative pronouns.
14. Indefinite pronouns.

### *Verbs*

1. Correct stress, especially in the preterite, future, and conditional forms.
2. Radical-changing verbs (especially Class III) and orthographic-changing verbs.
3. Future and conditional of irregular verbs.
4. Preterite of irregular verbs.
5. Uses of the imperfect tense.
6. Future and conditional of probability and conjecture.
7. Use of the correct tense with *hace* (*hacía*) *que* and *acabo* (*acababa*) *de*.
8. Use of infinitive in place of participle.

9. Use of reflexive verb in place of passive voice.
10. The subjunctive mood (simplest uses of the subjunctive in substantive, adjectival, and adverbial clauses).
11. Imperative forms of reflexive verbs.
12. Use of the subjunctive for informal negative commands.
13. Contrary-to-fact statements.
14. Distinctions between transitive and intransitive verbs.
15. Agreement of verb in the case of two or more subjects of different persons.
16. Positions of a verb in interrogative sentences and in adverbial clauses.

### *General Remarks on Verbs*

The verb is the most important phenomenon in foreign language instruction, and no teacher can do too much to focus attention upon it. The verb should be the object of the most frequent and most varied drills throughout the entire course. The nature of the drill should be determined in accordance with the principle that in order to learn verbs the student must *say, see, hear, and write* them. The least useful drill is to conjugate tense after tense mechanically, for then the student falls into the habit of having to go through an entire tense in order to derive one required form. Verb forms should be learned individually, so that the student can produce almost instinctively any one that is called for. The following are a few devices which should prove useful for the mastery of verbs.

1. The ordinary synopsis which calls for a complete summary of the verb, always in the same person and number.
2. The sliding synopsis which calls for a summary of the verb with the tense, person, and number varying from form to form, according to a previously announced order. For example: *yo hablo, tú hablabas, él hablará, Vd. hablaría, nosotros hemos hablado*, etc.
3. A summary of the verb, consisting of the conventional principal parts plus outstanding irregularities. For example: *decir, diciendo, dicho, digo, dijo, diré, di*.
4. Lay off a block of squares on the board, with sufficient vertical columns for all the tenses and horizontal columns for all the persons. Write the names of the tenses at the top of the vertical

columns, and the persons at the left of the horizontal columns. Point to any square in the block and have the student give the form of the verb conjugated in the person and tense called for by the vertical and horizontal notations.

5. The use of verb pads and charts published by several textbook companies.

Certainly in the first two years of the course a few minutes should be devoted daily to verb drill. The student should be made to realize at the very outset the fixed laws which determine the conjugation of regular and very many irregular verbs. When presenting a new tense, the teacher should emphasize how similar the new endings are in many respects to those already mastered for other tenses. In the early stages it may be advisable to divide the verbs into two groups on the basis of active and passive mastery. All regular verbs and the easiest irregular verbs should be learned so thoroughly that the student can readily produce the Spanish form when the English translation is given by the teacher (active mastery); the more difficult irregular verbs should be learned at first only for recognition or identification purposes (passive mastery). Eventually, however, all verbs must be mastered for active use.

### *Dictation*

Dictation is a useful exercise because it brings into play the student's power of comprehension, knowledge of grammar, accuracy of spelling, and ability to pronounce accurately. It should therefore be introduced early, practiced frequently, and continued throughout the course. The exercise should always be fairly short, and in the very early stages of the course very simple. During the first year no passage should be dictated with which the students have not previously become familiar, but not necessarily immediately before the exercise. At no time should the material dictated be beyond the student's attainment either in grammar or in vocabulary; the passage selected should be within the student's power of comprehension. At the proper stage in the training of the student the dictation may consist of a verse selection, an anecdote, or a bit of interesting dialogue which the class may later be required to memorize.

The following suggestions are made for the effective conduct of a dictation exercise.



1. The teacher first reads the entire passage, requesting the students to listen carefully for comprehension.

2. He next dictates short phrases, or groups of words, which the students write.

3. The entire passage is then read again for the class to make changes and corrections.

4. All dictation exercises should be carefully corrected at once in class.

5. To save time, the teacher may send a superior student to write the dictation on the blackboard in the rear of the classroom, and have the students exchange papers for immediate correction.

6. The students who commit errors of a fixed type should be required to keep a list of such errors and to master the correct forms.

7. If the class as a whole repeatedly commits certain errors, the teacher should keep a list of them and devise drill exercises to overcome them.

Under the heading of dictation may be included an exercise which is designed to improve the student's pronunciation. The teacher drills the class on the pronunciation of a certain passage. He then calls on different students to dictate portions of it to him. These he writes on the blackboard, reproducing faithfully the pronunciation of the students. The use of phonetic symbols may sometimes be necessary to represent wrong articulations for which the alphabet has no symbols. The students who have dictated are requested to compare the passage on the board with the one which they have pronounced and to make all the necessary corrections. Such an exercise is useful and often quite entertaining.

### *Reading*

This phase of the course calls for a discussion of the various means which should be taken to develop the power and ability to comprehend accurately and thoroughly the content of a passage in Spanish. For the majority of students in this country this power and ability are perhaps the only reasons for the study of a foreign language; they wish to acquire what is commonly known as a "reading knowledge" of the language. Knowledge of grammar, a representative working vocabulary, and familiarity with common idiomatic ex-

pressions constitute the student's equipment for intelligent reading, and as a consequence these should be the main aims of any reading exercise. In this connection the teacher will do well to make use of the following volumes in the series of the *Modern Foreign Language Study*:

1. Buchanan, Milton A., *A Graded Spanish Word Book*.
2. Keniston, Hayward, *Spanish Idiom List*.

Reading should be introduced early in the course, as early as the first semester, provided the class has mastered the rudiments of form and syntax necessary even for very simple reading, and provided the material is within the interest of the students. After the first year reading should always occupy a prominent position in the curriculum both quantitatively and qualitatively. The assignments will of necessity be very short at the beginning, but they should grow in length as the student accumulates power and facility in the exercise. Since the amount of reading done is important, an intensive and extensive procedure should be adopted as early as the third semester. In class all reading is done intensively, while extensive material is assigned for outside reading. It is advisable not to assign the same amount of outside reading to the entire class; let the assignment vary, if possible, according to the ability of the individual student and on the basis of some contract plan. For extra reading special credit may be granted. All material for outside reading should be about one grade lower in difficulty than for class reading, and it should preferably be fiction of sufficient length and interest to hold the attention of the student.

The ultimate aim of reading practice is to train the student to read in the foreign language without having to resort to some intermediate means in order to grasp the sense of what he has read. To attain this aim various procedures have demonstrated their worth. The following are a few devices which can be followed profitably.

1. The student may be required to translate accurately the text read. Many teachers regard translation as a highly effective procedure, since the student who can translate a given passage correctly and fluently has had to analyze it from the standpoint of grammar, and has had to define all the new words as well as to find appropriate equivalents for the idiomatic expressions. He has likewise had

to pay minute attention to fine distinctions of synonym, careful coordination of clauses, word order, and other details which are essential to a careful translation. As a result of good translation the student often develops a finer appreciation for his own language. But translation is not always an interesting exercise, since it is a repetition in the classroom of what the student presumably has done laboriously at home. Therefore, whenever possible, devices other than translation should be employed to test the student's understanding of a passage read.

2. The class may be tested by a series of comprehension questions in English designed to cover thoroughly the content of the text studied.

3. The text read may be used for conversation purposes in the foreign tongue. A series of judicious questions asked by the teacher, to be answered in Spanish, will demonstrate the thoroughness with which the class has learned the text.

4. The text may be paraphrased in the foreign language, each student reciting a small portion at a time.

5. The teacher may vary and modify the text, reading portions of it to the students who are to reproduce them with books closed.

6. The teacher may devise a series of sentences based on the text, with some key-words missing which the students must supply.

7. If the passage is written in narrative style, the students may be requested to change it into dialogue, and vice versa.

8. If the text is not too difficult, the teacher may translate portions of it into English and call on the class to retranslate them (with books closed) into Spanish.

9. The teacher may select the important words and idioms in the assignment asking the class to use them intelligently in Spanish sentences.

10. The students may be asked to give synonyms, homonyms and antonyms for certain elements of the vocabulary as evidence that they understand the text.

In short, the resourceful teacher will devise numerous ways to conduct a reading lesson without necessarily resorting to translation. It should be remembered, however, that translation must never be banished entirely, for it remains one of the most reliable ways of testing the student's accurate mastery of the foreign text.

## *Reading Material*

The reading material must be chosen carefully from the standpoint of the student's objective and interest. The first principle to observe is not to choose a text which is too difficult. All other things being equal, a text written by a native is to be preferred to one artificially composed by a person who does not know Spanish as his native language. The content must be within the mental and social interests of the students. Content with movement and action is always preferable to descriptive and informative material. In the first year, when a so-called reader is used, care should be exercised to choose one which is carefully graduated in difficulty. A reader which deals with the life of the people whose language is being studied is preferable to any other kind, although students often like to read about their own experiences in the home, in school, and in society in the foreign language. No teacher need make the wrong choice of text-book when there are so many available to choose from. In general, the reading material should afford the student, especially in the first two years, practice in the comprehension of narrative, descriptive, and conversational Spanish prose. Short-stories are to be preferred to longer novels, at least in the first and second years, and by all means only modern authors should be read. In the fourth year of study it may be advisable to read some poetry, or plays in verse.

## *Amount of Reading*

It is difficult to suggest the amount of reading which is to be done in each semester, since that will be determined largely by the emphasis given to other phases of language instruction. In general, there should be a progressive increase of approximately one-third over the amount of the preceding semester in the first two years, and of about one-fourth in the third and fourth years. This applies to intensive class reading. The extensive outside reading, to be begun in the third semester, should be the equivalent of two-thirds of the amount covered in class, and should increase steadily at the rate of about one-half over the amount of the preceding semester. For intensive class reading in a comprehensive course the numerical distribution may be as follows:

First semester .....	30 pages.
Second semester .....	50 pages.



Third semester .....	75 pages
Fourth semester .....	100 pages
Fifth semester .....	125 pages
Sixth semester .....	160 pages
Seventh semester .....	200 pages
Eighth semester .....	250 pages.

For samples of reading material for each semester, consult the list of text-books included in this syllabus.

### *Sight Reading*

If the class time seems too short, ground may be covered by going over the assigned lesson rapidly and effectively in the early part of the hour and devoting the remainder of the recitation to reading at sight. In fact, sight reading should become a feature of the reading lessons as early perhaps as the second semester. In conducting a sight-reading exercise the teacher reads a paragraph to the class, requesting the students to concentrate on the content in an effort to grasp the general idea of what has been read. Next he selects the new words and idioms for definition in Spanish by the class. He then asks questions on the text (in Spanish or in English) in order to insure complete comprehension. In the case of difficult points, translation should be resorted to in the interests of thorough understanding. It is always advisable, if time permits, to have the best students of the class translate the sight passage after it has been treated in other ways. The portions read at sight should always be assigned for review as part of the next reading-lesson.

### *Vocabulary*

Since the acquirement of a useful vocabulary (the upper half of the Buchanan list may well be adopted as a guide here) is one of the principal aims of reading, the teacher must never lose sight of it. It will not be out of place to make here a few practical suggestions for the building of a vocabulary.

1. *It is absolutely imperative that students not be allowed to write definitions and translations between the lines of the text.*

2. Instead, urge the class to keep a note-book for vocabulary and to record in it, with proper translation, all the new words and idioms (the Keniston idiom list may serve as a guide) occurring in



each lesson. It might even be advisable to classify the words as parts of speech.

3. Instruct the students to learn the new words and idioms each day by means of devices which you may suggest.

4. Advise the class of the importance of reviewing each day one or two lessons back before undertaking the advanced lesson. Such review might also be done in class very rapidly.

5. All words and idioms which apparently defy the student's memory should be kept by him in a separate list and repeatedly gone over until they are mastered.

6. The teacher can be of much help to the class by selecting in advance the most important and difficult words and idioms and assigning them to be used in sentences as part of the home work.

7. Unusual and rare words and idioms which the students are not expected to include in their practical vocabulary might also be pointed out in advance, so that no time will be consumed in trying to master them.

8. Students should understand clearly what constitutes an idiom and how to identify one.

9. Idioms should never be translated literally, although the students should be trained to analyze the literal meaning of an idiom as an aid to understanding the force of its figurative meaning.

10. Idioms may require more frequent repetition and more constant drill than individual words.

11. The teacher should train the class to "guess" the meaning of new words; that is to say, to derive the meaning of a new word either from the context or by some peculiarity of its composition.

12. Point out the force of the commonest prefixes and suffixes.

13. Acquaint the class with the most frequent consonantal and vocalic changes which distinguish Spanish words from their English cognates (*bajo*—base, *lugar*—local, etc.).

14. Derivatives are extremely helpful (*libro*—library, *tinta*—tincture, *brazo*—embrace, etc.).

15. Finally, the teacher should supply the students with practical hints which will reduce the annoyance of thumbing the dictionary for the meaning of each strange or new word.

## *Composition*

Composition aims to develop in the student the power to express himself, orally and in writing, with the aid of the grammar and vocabulary already acquired. Composition may be formal and informal, but neither variety should be undertaken before the third year. At this stage in the student's training composition work should be very methodical, aiming to reenforce outstanding weaknesses in formal grammar and vocabulary. What grammar is still needed at this stage should be taught through the medium of composition and should be treated topically. This can be accomplished in several ways: (1) by the study of a review-grammar text; (2) by doing the direct-method exercises in grammar and composition with which most reading-texts are now supplied; (3) by a set of pointed exercises, based on the reading material, prepared by the teacher. A great deal of this work should be written, but all of it should be oral as well. The exercises might first be done orally in class and later assigned as home work for further drill. It is preferable that the composition material be a sequence of connected sentences dealing with some unified theme rather than a series of disconnected sentences of the type the student translated as an exercise in composition in the first two years in connection with the study of formal grammar. In case no review-grammar is used, the class should be in possession of a grammar to which references can be made periodically. Generally speaking, only the more difficult phenomena of Spanish grammar should require further drill at this stage of study.

To provide the student with the power of free and spontaneous expression through the medium of composition, the majority of exercises in composition in the fourth year should be free and informal. This may be accomplished in a variety of ways, of which a few are suggested below.

1. The students may keep a diary in Spanish on composition days.
2. Verse selections, fables, passages from reading texts can be paraphrased as an exercise in free composition.
3. Spanish proverbs may be used as themes for free composition.
4. Changing dialogue into narrative, and vice versa, is also good practice in composition.
5. Short compositions may be written on assigned topics, provided these have been carefully outlined and discussed in class.

6. Prepared debates on assigned topics afford extremely valuable practice.

7. Short résumés of articles on history, literature, geography, science, government, customs of Spain and Spanish-America may be required of the class.

8. Letters to fictitious or real correspondents are a suitable exercise.

9. The better students may be required to write short stories and dramatic skits to be presented before the class or the Spanish Club.

10. Current events, incidents in the student's own daily life, anecdotes, school events, etc., could all be utilized for composition purposes.

In general, free composition should be an exercise in the expression of whatever interests the student most, and should be required *only by teachers with the soundest knowledge of Spanish*. It is important to guard against the natural tendency on the part of the student to limit himself to a minimum of vocabulary and to less than a minimum of grammar. While the compositions need not be too involved in content and form, they should neither be too elementary and simple; they should always tend to bring into play significantly the student's knowledge of grammar and vocabulary. Finally, free composition should be conducted both as an oral and as a written exercise.

### *Memory Work*

This is a very effective aid in the process of learning a foreign language. Spanish affords excellent material for memory work in the form of proverbs, fables, apothegms, short verse selections, etc. Bits of dramatic dialogue are also useful. Selections from the texts read, significant in thought and artistic in form, may also be committed to memory. Anecdotes which are genuinely humorous and not too subtle in thought may also be used. The same is true of the student's free composition exercises. Memory work should be begun as early as the first semester and continued until the end of the course. Great care should be taken that the correct pronunciation is learned of whatever is to be memorized. All memory passages lend themselves admirably to the valuable practice of choral recitation. In addition to correct pronunciation the teacher should insist upon accurate phrasing and proper intonation. Few materials surpass memory passages as drill in correct pronunciation.

## *Games*

To brighten the atmosphere of the class, games in Spanish may be introduced occasionally. A good collection of games for this purpose may be made on the basis of suggestions found in many readers and in the ever growing number of collections of dramatic skits for Spanish clubs. The *Instituto de las Españas* publishes a special pamphlet on Spanish games (see the Bibliography of this syllabus). Many games with which the student is familiar in English can easily be adapted to Spanish. Whatever the games chosen, they must be within the interests of the average age of the students and should by all means be significant as an exercise in Spanish.

## *Examinations*

Examinations are an intrinsic phase of language instruction. Short but frequent tests are preferable to long and infrequent examinations. Periodically a long examination should be administered to test the student's mastery of an extensive amount of material. All examinations, regardless of their length, should be significant as tests and should be both aural and written. It is extremely important that all tests be corrected. However, the teacher should only indicate the mistakes, leaving the actual correcting of errors to the students. Immediately after an examination paper has been returned, the student should be requested to hand in as part of his home work a carefully corrected copy of the answers. In this connection it should be pointed out that both class and teacher should use examinations as a barometer of progress and as an index of frequent and serious errors. For the final examination at the end of the semester it is recommended that the teacher make use of the new-type tests listed in the bibliography.

## *The Spanish Club*

The many things which teachers often feel they would like to do in class but cannot do for lack of time can be accomplished effectively in the Spanish Club. For this reason such an organization should be regarded as a supplement to the classroom.

The enthusiastic teacher will organize a Spanish Club so attractive that students will consider it a privilege to belong to it. Membership should be limited to those with a sufficient knowledge of the lang-



uage to profit by their participation in the activities of the Club. Second-year students should be eligible. It may be desirable to submit candidates for membership to some qualifying test. A pin adopted by the Club may serve as an added incentive.

The Club should hold bi-monthly meetings conducted exclusively by the members, with the teacher acting only in an advisory capacity. The proceedings should be in Spanish, although English may be used when it is advisable to speed up the business session of the Club. The president speaks Spanish; the secretary calls the roll and reads the minutes in Spanish; all discussion is carried on in Spanish. The programs are of course given entirely in Spanish, except an occasional talk or lecture by an outsider conversant with some phase of Spanish culture and civilization which may be of interest to the Club. The programs in general should aim to give the members those contacts with Hispanic life and civilization which they cannot have in the classroom for the lack of time. Songs, dances, music, monologues, recitations, short dramatic skits, games, travelogues, book-reviews, illustrated talks on a variety of cultural and historical subjects—these are but a few suggestions for varied and entertaining programs. The Club may organize a Spanish orchestra which will play Hispanic music exclusively. The great undertaking of the Spanish Club should be the presentation of a fairly long play—at least some sort of *velada*—one or twice a year at the school assembly or on another public occasion. The play must be selected for its interest as well as ease and possible success of production. It should be primarily a play of movement and action, and one which permits the interpolation of song and dance. There are already many collections of such plays among which the teacher can make a judicious choice. The Spanish Club will easily receive the cooperation of other clubs in the school in the production of this play. The proceeds, if any, may go toward purchasing decorations for the Spanish classroom (pictures, maps, posters, pottery, books, etc.), or toward establishing a prize for excellence in some phase of the study of Spanish. It is not advisable to give too many suggestions for a successful Spanish Club, since its activities should be determined largely by the enthusiasm of the teacher and the interests of the members.



## LIST OF TEXT-BOOKS

The following classified list of text-books is intended only as a suggestion, and the teacher will do well to study each book carefully before deciding in favor of it or against it. No attempt has been made to arrange the titles within each group in any order of difficulty, nor has it been deemed advisable to make divisions into semesters. The titles in italics are recommended as suitable for extensive outside reading.

### *Grammars and First-Year Books*

- Crawford: A First Book in Spanish (Macmillan).
- Friedman-Arjona-Carvajal: Spanish Book One (Scott, Foresman).
- Hills and Ford: First Spanish Course (Heath).
- Marden and Tarr: A First Spanish Grammar (Ginn).
- Olmsted: First Course in Spanish (Holt).
- Pittaro and Green: Beginner's Spanish (Heath).
- Torres: Essentials of Spanish (Doubleday Page).
- Warshaw and Bonilla: The Elements of Spanish (Scott, Foresman).
- Wilkins: New First Spanish Book (Holt).
- Wilkins: New Second Spanish Book (Holt).

### *First-Year Readers*

- Hanssler and Parmenter: A Spanish Reader (Scribner's).
- Harrison: Elementary Spanish Reader (Ginn).
- Hatheway and Bergé-Soler: Easy Spanish Reader (Macmillan).
- Hills and Cano: Cuentos y Leyendas (Heath).
- Luria: Lecturas Elementales (Macmillan).
- Marcial Dorado: Primeras Lecturas en Español (Ginn).
- Pittaro: A Spanish Reader (Heath).
- Ray: Lecturas para Principiantes (American Book Co.).
- Roessler and Remy: A First Spanish Reader (American Book Co.).
- Solano: Cuentos y Lecturas en Castellano (Silver Burdett).
- Wilkins: Beginners' Spanish Reader (Holt).
- Wilkins and Luria: Lecturas Fáciles (Silver Burdett).
- Wofsy: Lectura y Conversación para Principiantes (Century).

### *Second-Year Novels and Short Stories*

- Alarcón: *El Final de Norma* (Holt or Ginn).
- Baroja: *Zalacáin el Aventurero* (Heath).

Cano: Cuentos Humorísticos Españoles (Macmillan).  
 Crawford: Los Abencerrajes (Macmillan).  
 Doyle and Rivera: *En España* (Silver Burdett).  
 Harrison: Intermediate Spanish Reader (Ginn).  
 Harrison: *México Simpático* (Heath).  
 Jiménez: Platero y Yo (Heath).  
 Manuel: El Conde Lucanor (Allyn and Bacon).  
 Olmsted and Sirich: First Spanish Reader (Holt).  
 Pérez Escrich: Fortuna (Heath).  
 Piñol: *Historietas* (World Book Co.).  
 Pittaro and Green: Cuentos Contados (Heath).  
 Romera-Navarro: *Historia de España* (Heath).  
 Selgas: La Mariposa Blanca (Holt).  
 Shapiro and Hurley: *Cosas de España y de la América Española* (Holt).  
 Valera: El Pájaro Verde (Ginn).  
 Weems: *Un Verano en España* (Heath).

### *Second-Year Plays*

Benavente: El Príncipe que Todo lo Aprendió en los Libros (World Book Co.).  
 Kurtz and Wofsy: Comedias y Juegos (Century).  
 Marcial Dorado: Chispitas (Ginn).  
 Martínez Sierra: El Palacio Triste (Ginn).

### *Third (or Fourth) Year Composition Books*

Cool: Elementary Spanish Composition (Ginn).  
 Crawford: Temas Españoles (Holt).  
 Seneca: Spanish Composition and Conversation (American Book Co.).  
 Seymour and Carnahan: Short Spanish Review Grammar and Composition (Heath).  
 Waxman: A Trip to South America (Heath).

### *Third- Year Novels and Short Stories*

Alarcón: El Sombrero de Tres Picos (Johnson or Macmillan).  
 Azorín: Las Confesiones de un Pequeño Filósofo (Heath).  
 Blasco Ibáñez: Siete Cuentos (Holt).  
 Caballero: *La Familia de Alvareda* (Ginn or Holt).

Camba: *La Rana Viajera* (Heath).  
 Carter and Bloom: *Cuentos Castellanos* (Heath).  
 Castillo and Watson: *Spanish Tales and Fables* (Holt).  
 Frontaura: *Las Tiendas* (Holt).  
 Hill and Buceta: *Antología de Cuentos Españoles* (Heath).  
 Kany: *Fiestas y Costumbres Españolas* (Heath).  
 Lugin: *La Casa de la Troya* (Stanford University Press).  
 Marinoni: *España* (Macmillan).  
 Matienzo and Crandon: *Leyendas de la Alhambra* (Ginn).  
 Morley: *Spanish Humor in Story and Essay* (Ginn).  
 Ramón y Cajal: *La Infancia de Ramón y Cajal* (Holt).  
 Romera-Navarro: *América Española* (Holt).  
 Palacio Valdés: *José* (Allyn and Bacon).  
 Palacio Valdés: *Short Stories* (Holt).  
 Wilkins: *Antología de Cuentos Americanos* (Heath).

### *Third-Year Plays*

Aza: *Tres Piezas Cómicas* (Heath).  
 Carrión and Aza: *Two Spanish Plays* (Ginn).  
 Jones and Da Cruz: *Five Spanish Plays* (Macmillan).  
 Larra: *No más Mostrador* (Heath).  
 Martínez Sierra: *Sueño de una Noche de Agosto* (Holt).  
 Martínez Sierra: *El Ama de la Casa* (Sanborn).  
 Martínez Sierra: *Three One-Act Plays* (Holt).  
 Morrison: *Tres Comedias Modernas* (Holt).

### *Fourth-Year Novels and Short Stories*

Alarcón: *Novelas Cortas* (Ginn).  
 Blasco Ibáñez: *La Barraca* (Holt).  
 Cervantes: *Selections* (Ginn).  
 Cervantes: *Don Quijote* (Heath or Allyn and Bacon).  
 Gana: *Martín Rivas* (Heath).  
 Hills and Reinhardt: *Spanish Short Stories* (Heath).  
 La Vida de Lazarillo de Tormes (Johnson).  
 Palacio Valdés: *La Hermana San Sulpicio* (Holt, Heath, Ginn).  
 Palacio Valdés: *Marta y María* (Heath or Ginn).  
 Pérez Galdós: *Marianela* (Heath or Ginn).  
 Pérez Galdós: *Zaragoza* (Ginn).

Pérez Galdós: *Juan Martin el Empecinado*. (Stanford University Press).

Taboada: *Cuentos Alegres* (Heath).

Valle-Inclán: *Jardín Umbrío* (Holt).

Wast: *La Casa de los Cuervos* (Macmillan).

#### *Fourth-Year Plays*

Buceta and Cornish: *Tres Comedias Contemporáneas* (Holt).

Echegaray: *El Gran Galeoto* (Heath).

García Gutiérrez: *El Trovador* (Heath).

Martínez Sierra: *Canción de Cuna* (Heath).

Moratin: *El sí de las Niñas* (Ginn).

Pérez Galdós: *El Abuelo* (Century).

Pérez Galdós: *La Loca de la Casa* (Holt).

Quinteros: *Doña Clarines* (Heath).

Quinteros: *Puebla de las Mujeres* (Century).

Tamayo y Baus: *Un Drama Nuevo* (Sanborn).

#### PUBLISHERS OF TEXT-BOOKS

The following publishers will gladly send upon request copies of their catalogues and text-books published by them. Most companies send complimentary copies free, and all have satisfactory arrangements to enable teachers to examine new publications carefully with a view to adoption.

Allyn and Bacon, 172 Tremont Street, Boston; 1006 South Michigan Avenue, Chicago.

American Book Company, 100 Washington Square, New York; 330 East 22nd Street, Chicago.

D. Appleton and Company, 35 West 32nd Street, New York; 2457 Prairie Avenue, Chicago.

Century Company, 353 Fourth Avenue, New York; 2126 Prairie Avenue, Chicago.

Ginn and Company, 29 Beacon Street, Boston; 2301-11 Prairie Avenue, Chicago.

D. C. Heath and Company, 231-45 West 49th Street, New York; 1815 Prairie Avenue, Chicago.

Henry Holt and Company, One Park Avenue, New York; 2451 Prairie Avenue, Chicago.



Johnson Publishing Company, Richmond, Va.

Longmans, Green and Company, 4th Avenue and 30th Street, New York.

The Macmillan Company, 60 Fifth Avenue, New York.

Oxford University Press, 35 West 32nd Street, New York.

Benj. H. Sanborn and Company, 623 South Wabash Avenue, Chicago.

Scott, Foresman and Company, 623-33 South Wabash Avenue, Chicago.

Charles Scribner's Sons, 597 Fifth Avenue, New York.

Silver, Burdett and Company, 41 Union Square, New York.

Stanford University Press, Stanford University, California.

World Book Company, Yonkers-on-Hudson, N. Y.; 2126 Prairie Avenue, Chicago.

University of Chicago Press, Chicago.

## REFERENCE BIBLIOGRAPHY

The works listed below will prove extremely helpful to the teacher, the students, and the community. They are intended to constitute the minimum equipment of the teacher, the classroom, and the school library. A more comprehensive bibliography of books and materials relating to Spain and Spanish-America is in preparation and will be distributed free upon application to the University Department of Spanish.

### *Methodology*

Buchanan, A Graded Spanish Word Book, The Macmillan Company.

Coleman, The Teaching of Modern Foreign Languages in the United States, The Macmillan Company.

Handschin, Methods of Teaching Modern Languages, World Book Company.

Heath, Methods of Teaching Modern Languages, D. C. Heath and Company.

Keniston, Spanish Idiom List, The Macmillan Company.

Odell, Traditional Examinations and New-Type Tests, Century Company.

Oliver, Suggestions and References for Modern Language Teachers, University of Illinois Bulletin No. 18, Urbana.



- Palmer, Principles of Language Study, World Book Company.  
 Ruch, The Objective or New-Type Examinations, Scott, Foresman  
 and Company.  
 Tests: American Council Alpha Tests, World Book Company.  
       Columbia Research Bureau Tests, World Book Company.  
       Iowa Training Tests, University of Iowa, Iowa City.  
       Luria, Prognosis Tests, World Book Company.  
 Wilkins, Spanish in the High Schools, Sanborn Company.

### *Grammar and Phonetics*

- Bello-Cuervo, Gramática de la Lengua Castellana, Garnier, Paris.  
 Cortina, Verbos Españoles, R. D. Cortina Company, New York  
 Gramática de la Lengua Castellana (Real Academia Española),  
 Madrid.  
 Navarro Tomás, Manual de Pronunciación Española, Madrid.  
 Navarro Tomás and Espinosa, Primer of Spanish Pronunciation,  
 Sanborn.  
 Ramsey, Text Book of Modern Spanish, Holt.  
 Wilkins, A Spanish Reference Grammar, Holt.

### *Dictionaries*

- Alemany, Diccionario Enciclopédico Ilustrado, Barcelona.  
 Altemus, English-Spanish Conversation Dictionary, Henry Altemus,  
 Philadelphia.  
 Becker-Mora, Spanish Idioms, Ginn.  
 Caballero, Diccionario de Modismos, Madrid.  
 Cuyás, Spanish Dictionary, Appleton.  
 Diccionario de la Lengua Castellana (Real Academia Española),  
 Madrid.  
 Diccionario Ilustrado de la Lengua Castellana (Real Academia  
 Española), Madrid.  
 Pequeño Larousse Ilustrado, Heath.  
 The New Velázquez Spanish and English Dictionary, Appleton.

### *Literature*

- Barja, Libros y Autores Clásicos, G. E. Stechert, New York.  
 Barja, Libros y Autores Modernos, G. E. Stechert, New York.  
 Fitzmaurice-Kelly, The Oxford Book of Spanish Verse, Oxford Press.  
 Ford, Main Currents of Spanish Literature, Holt.

Henríquez Ureña, *Tablas Cronológicas de la Literatura Española*, Heath.

Hume, *Spanish Influence on English Literature*, London.

Hurtado y Palencia, *Historia de la Literatura Española*, Madrid.

Madariaga, *The Genius of Spain*, Oxford Press.

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